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ABSTRACT

This guide was written to assist program providers in implementing a model curriculum developed for teaching parents to be the primary sexuality educators of their children. It provides an outline of the tasks and considerations to follow when designing and implementing a program, including: (1) suggestions for developing community support; selecting site, sponsor, and facility; and considering expenses; (2) procedures for choosing and training teachers; (3) guidelines for designing the course, including assessing participants' needs, addressing such unique considerations as working with minority families and parents with children of different ages, selecting an appropriate format, and teaching techniques; (4) suggestions to facilitate recruiting participants and maintaining their attendance; (5) recommendations for administering a manageable evaluation; and (6) alternatives to offering a multisession course. References and a bibliography are included.
(JD)

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February 1982

Final Report

TEACHING PARENTS TO BE THE PRIMARY
SEXUALITY EDUCATORS OF THEIR CHILDREN

Volume II

Guide to Designing and Implementing Multisession Courses

For the:

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Centers for Disease Control
Center for Health Promotion and Education
Atlanta, Georgia 30333

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INTRODUCTION

For more than a decade, government and social agencies, educators and philanthropists in the United States have searched for ways to prevent and reduce the enormous problems arising from adolescent pregnancies and sexually transmitted diseases. Many believe that in the long run, educating our children holds the greatest promise and that responsibility for such education rests with parents. In recent national studies, 80% of American parents agreed that it is the parents' responsibility to provide sexuality education (General Mills, 1979); yet 80% further acknowledged that parents need additional training to do so (Institute for Family Research and Education, 1977). In one study, 30% of parents with children younger than age 13 requested classes or organized instruction in how to teach their children about sexuality (General Mills, 1977). In a survey of Cleveland parents, the majority indicated that they want assistance from the community in educating their children about sexuality (Roberts, et al., 1978).

However, in the early days of sexuality education, most educators who were concerned about preventing adolescent pregnancy and other sexuality-related problems thought that working directly with adolescents was best. Educators recalled their own inadequate education about sexuality, saw the inability of adolescents to handle everyday social and sexual issues, and were determined to meet these needs. Gradually, some educators realized that adolescence is too late to begin and that foundations should be laid at earlier ages. In any case, they believed the best setting for sexuality education was the place where the greatest number of children could be reached, the school.

Most of those who thought about offering courses to parents did not. They believed that it would probably be impossible to recruit working class, poor, inner-city, or rural parents. They thought that only liberal, White, middle class parents would participate. Even if parents were interested in one or two sessions, that would be insufficient to address the great need.

Some who did attempt to offer parent courses were often poorly funded by their agencies and became discouraged when few parents responded to their initial efforts. Many parents, in turn, were reluctant to seek help in their role as sexuality educators of their children. Many have been uncomfortable discussing sexuality with others, especially others whom they don't know. Many parents, especially single parents, felt they could not spare the time or expense to take a course. Others simply did not believe a course could make a difference.

Yet in the last few years, something has changed. In 1979-80 we identified well over 100 programs for parents around the country and hear of new efforts almost weekly. Sexuality educators have increasingly acknowledged that sex education belongs in the home.

In addition, sexuality educators have increasingly recognized parents' real needs.

- Educators whose own childhood sexuality education was inadequate now realize that their parents may have lacked the skills or knowledge to be adequate sexuality educators.
- Educators' own experiences with children, both their own and those they teach, remind them that even an experienced educator can be thrown off balance by a child's question. Thus, even those parents who are relatively well prepared to be their children's sexuality educators probably need assistance.
- Educators increasingly have recognized that sexuality education is a life-time process.
- Educators hear parents say that they need and want sex education help (Alter, 1981; Gordon et al., 1979).

Educating parents, then, has attained a higher priority, and educators all over the country are experimenting with ways to approach such parent education. In 1979, the Centers for Disease Control, the Federal agency which is responsible for both promoting health and reducing health-related problems, contracted with Mathtech, Inc. to develop, implement, and evaluate a model program to help parents become more effective sexuality educators of their children.

- We met with consultants and an advisory board with expertise in child sexuality and parent sex education.
- We identified and reviewed such programs for parents all over the country.
- We identified and reviewed the abundant resources now available on the topic.
- We developed model curricula, one for use with parents taking a course with their adolescent children, another for use with parents only.
- We selected and trained sex education teachers to implement those curricula with a variety of parents in a variety of settings.
- We evaluated what changes in knowledge, attitudes, and behavior resulted when parents took our courses.

This second volume of the final report describes in detail what we have learned about designing and delivering multisession courses. It describes the conceptualization underlying our curricula as well as the specific goals and behavioral objectives we chose for a multisession course. It describes how to select a site, develop community support, assess the needs of participants, train teachers, recruit participants, maintain attendance, choose teaching techniques, and evaluate a multisession course. Finally, we offer suggestions for involving parents in the sexuality education of their children when a multisession course is not feasible.

We found that a whole range of organizations -- religious, educational, youth serving, and health -- have begun to offer sexuality education programs for parents. Because it is a relatively new direction, most of them developed their programs

without assistance from experienced sexuality education teachers. This volume, then, brings together the ideas and suggestions gathered from people throughout the country who have offered or attempted to offer programs to parents. It is intended to be a user's guide, to help educators implement Volume III, Curriculum Guide to Courses for Parents and Volume IV, Curriculum Guide to Courses for Parents and Adolescents Together.

Conceptual Approach to Parent Education

Before developing the curricula for the project, we 1) studied, contacted, visited and/or interviewed existing sexuality education courses for parents throughout the United States; 2) reviewed existing sexuality education and parent sexuality education curricula; 3) reviewed pamphlets, reports, and other materials that discussed or described parent sexuality education courses; 4) discussed approaches to training teachers and teaching parents with an expert panel; 5) discussed the design and content of a course with parents; and 6) asked both parents and parent sexuality educators to complete a needs assessment for a sexuality education course for parents.

In that process, we identified a number of distinct ideas about how to best help parents. Some educators believe that parent education is best approached as a corollary to children's courses. They keep parents informed about the child's program, hoping that parents will (1) become more supportive of the school program, and (2) use the course as a catalyst for family discussions. When, for example, the adolescent is learning about contraceptive techniques, the parents could voice their opinions about the safety or efficacy of each method or explain their values about adolescent sexual behavior and use of contraceptives.

Other educators offer separate courses for parents, believing 1) that parents can begin their training as sexuality educators of their children at any point, whether or not the children are currently enrolled in a course; and 2) that separate courses offer greater freedom to choose teachers, sponsors, and settings that best meet parents' needs, styles, and values. During the review of programs and the literature, we found five foci for separate parent programs:

- 1) Address conflicting feelings.
- 2) Provide accurate information.
- 3) Teach communication skills.
- 4) Explore attitudes and values.
- 5) Tackle immediate concerns.

When we asked parents what they needed most to communicate with their children, they considered all five focus areas equally important. The needs assessment, review of programs, and discussions with sexuality educators affirmed the conclusions. Based on the needs assessments (see Volume I for details), we concluded (1) that nearly all parents confront these five problems or needs, and (2) that to address one in isolation of the others would be to ignore their interrelationships. Because we were offering a 12-hour multisession course, we had the opportunity to introduce all five focus areas, a luxury many shorter programs do

not have. The courses we designed, then, weave in and among these topics, but revolve around the central issue of communication, and rarely leave the broad subject area of sexuality.

The curriculum guide to courses for parents only (Volume III) presents 12 hours of instruction with the following format and goals:

Unit one, Introduction, "Exploring and Understanding Our Own Sexuality"
(2 hours).

- To help parents understand the broad meaning of sexuality.
- To help parents understand some of their own sexual attitudes.

Most of us carry a number of unexamined beliefs, attitudes, and values from childhood into adulthood. We continue to base adult decisions on our childhood understandings of what we experienced and what others taught us, without taking time to identify those assumptions and to examine them in light of new information. Parents may be preoccupied with their own personal concerns and have difficulty focusing on their child's problems. Parents find that reviewing their own sex education and their feelings about it helps them become more accepting of their own difficulties in this area and more accepting of their children's feelings.

Our society, however, has taught us it isn't polite to talk about sexuality -- for example, to speak explicitly about the sexual parts of our bodies. Parents who feel awkward or embarrassed talking to their children about sexuality will undoubtedly feel awkward or embarrassed talking about it with the other adults, who may be strangers, in a parent education course.

Our experience suggests that if parents' fears and anxieties are not addressed in the first session, many parents will probably drop out of the course, or if not, may well be too distracted by their own concerns to focus on issues related to their children.

This unit helps parents begin (1) to gain comfort talking about sexuality with others, (2) to discover their own assumptions, (3) to reexamine them, and (4) to hear and consider different points of view.

Unit two, "Sexuality Throughout Childhood" (2 hours).

- To provide information about the physical, cognitive, and psychosexual development of children.
- To provide important facts on various topics in human sexuality.

Each of us is a sexual person from the moment we are born. How we experience our sexuality and how we behave change as we grow and develop.

Children need and seek information about sexuality throughout childhood, but their questions and concerns change as they grow older. So does their ability to use concepts, to generalize, and to recognize nuances. Thus, parents who wish to teach their children about sexuality must be prepared in two ways. They must have, or be able to obtain, accurate information, and they must be able to ascertain what level or kind of information the child can really use.

The first half of this unit, by helping parents learn about the broad range of normal childhood behavior, can help parents accept and empathize with their own children's unique expressions and concerns. The second half concentrates on providing information where it is missing, incomplete, or inaccurate.

Unit three, "Sexuality in the Home" (2 hours).

- To help parents explore sexuality issues within the family.
- To help parents decide how they want to behave toward their own children regarding these issues.

Just as we carry a number of unexamined attitudes and values from childhood into adulthood, so do we carry parenting styles. These automatic responses may or may not have worked well for our parents and ourselves, and may or may not work with our children.

Parents often take a course like this because of current specific problems they are facing at home. Others attend because they anticipate problems. By this time in the course, they will feel comfortable enough talking about the subject and sharing with others in the class to explore these concerns. Our experience indicates that if by this time, the course fails to address their specific problems or concerns, parents may give up or become angry that their needs are not being met.

This unit provides a forum for parents (1) to apply their sense of humor to and develop perspective about the challenges of raising and teaching children, (2) to bring up their concerns and hear the range of ideas and approaches other participants suggest, and (3) to consider what children learn from various parental responses to their behavior.

Unit four, "Values" (2 hours).

- To help parents explore their values about sexuality issues.
- To help parents explore how to impart their values to their children.

Parents who wish their children to understand and incorporate their values about sexuality must be clear about what they want to communicate. Their task is especially difficult today because children are bombarded with information, misinformation, and contradictory societal values and expectations; children get the message from television, popular magazines, movies, and advertising all around them that sex is fun and free and ever present. They see contradictory views of males and females everywhere they turn.

This session provides a forum which supports parents' efforts to explore their own values in greater depth so that they will be better able to discuss them with their children. Parents find it helpful to discover (1) that their values are respected by other parents and by the facilitator; (2) that other parents have different perspectives; and (3) that it is normal to be ambivalent or inconsistent about values.

Unit five, "Communication Skills" (4 hours).

- To help parents develop basic communication skills for educating their children about sexuality.

-- To help parents of adolescents develop skills for solving problems and managing conflicts.

In many families, topics and questions related to sexuality are rarely mentioned. Families are busy; the subject doesn't come up; maybe someone feels awkward. No one quite knows how or when to begin. Some parents lack an effective language with which to communicate about sexuality.

For parents to communicate their values and teach accurate information, they may have to initiate discussions either by bringing a subject up or by weaving it into another conversation. Their skill and comfort in doing this may increase the likelihood that their children will see them as a resource when they have questions or concerns -- that their children will take seriously what they say.

This unit offers practical suggestions and guidelines to use when communicating with children and an opportunity to rehearse these in a supportive atmosphere. In addition, these sessions can offer parents of adolescents specific guidelines for solving problems and negotiating strong differences with their children.

In some ways, this is a preventive approach which assumes that parents can prepare themselves. They can rehearse both how to teach and model effectively, and how to handle the problems which inevitably arise.

The curriculum guide for parents with their adolescent children takes a parallel path, but instead of parents working on issues and communication skills with one another, they learn, practice, and experiment directly with their children.

Discussion

While parents clearly need and ask for help in their role as sexuality educators, offering programs to that end is a difficult, time-consuming and complicated process. Thus we offer this practical guide to share the experiences and struggles of those who have already begun.

We have tried to present our suggestions in sequence, but the process requires juggling several considerations more or less simultaneously. For example, establishing support in the community or in an organization (Chapter One) is a necessary first step, but must continue throughout. Similarly, designing the course (Chapter Three) precedes but continues through recruitment, even through each session (Chapter Four).

Finally, we hope in this volume to encourage potential program providers. We do not say that anyone who follows our suggestions will find organizing and implementing successful multisession courses for parents easy. We do say, however, that it is possible. It is possible with parents of any socioeconomic, ethnic, or religious background, in any part of the country.

Chapter One

GETTING STARTED

Establishing Community Support

Some people who refer to this user's guide will have a specific program in mind -- a course for a church group or a P.T.A.'s parent education effort in the junior high school. Others see parent education as one way to reduce the rising rates of adolescent pregnancy and sexually transmitted disease and want to establish themselves in the community as parent educators and reach as many parents as possible. Others will have had success with a particular program but wish to expand their work to other target populations or new sponsors.

The level of community support these individuals and organizations need will vary with their goals. Parent educators can consider developing community support at three levels -- community support for the educator, community support for the idea of parent courses, and community support for a particular course or program. Programs offered to preformed groups require, for the most part, internal organizational support; community-wide efforts require broader-based endorsement. Planners need (1) to determine what level(s) of support their efforts will require, and (2) to spend ample time developing that support.

In our experience, developing a plan and laying a strong foundation greatly enhance the possibility of implementing a program, the program's quality, and the ease with which it can be implemented. This chapter addresses the major tasks in developing support for a parent sexuality education program.

Research your community. The first step in establishing community support, whether for a specific program or parent sexuality education in general, is to research the community.

- Know the specific problems of a community. Contact the health department to ascertain the incidence of adolescent pregnancy, abortion, sexually transmitted diseases, divorces for early marriages, and child abuse -- any statistics which reflect the need for help with parent-child communication.
- Investigate the community's experience with sexuality education. Have programs been offered in high schools? In junior high schools? What has been the reaction? Is any organization presently teaching parents to be the sexuality educators of their children? What has been their experience?

- Identify people and organizations that may influence the development and implementation of a program. Which organizations play an important role in the community? Who are leaders in the community that influence educational efforts? Which individuals in the community oppose any form of sexuality education? What are their objections?
- Assess the needs of the community. If courses are currently offered to parents, whom do they reach? Parents of young children? Single parents? Minority families?
- What do parents see as their needs? Which community group or parent organization would be most likely to offer such a course?
- Define the range of community values on sexuality-related issues.
- Define financial needs and resources. Estimate the amount of staff time and money needed to lay the groundwork.

Establish goals. Based on the information you have gathered during this initial stage, establish the goals of the program. Identify short-term as well as long-term goals. Short-term goals should be concrete and easily identifiable, such as offering a one-evening seminar at each of three community high schools. Achieving such a goal may simply require meeting with school principals and teachers and sending invitations to students' parents. We recommend ways to achieve the short-term goals in subsequent chapters. This chapter continues with steps for developing wider-based community support for offering parent sexuality programs.

To further refine your long-term goal, answer the following questions:

- Who is your potential audience?
- What do they need?
- How visible do you want to be?
- How will you measure whether you have reached your goal?
- Do you have the necessary resources (staff, funds, etc.) to carry out your goal?

You may choose to develop an advisory committee to assist you with establishing goals and to offer assistance at various stages of the work. Include respected community leaders, representatives from potential cosponsors, and parents. Members should represent both conservative and liberal viewpoints in the community. Of course, someone who is strongly opposed to sexuality education may try to use committee membership to block most of your efforts and, therefore, would not be appropriate to include on the advisory committee.

Educate the public. It is important to help create an environment conducive to offering programs. If you are interested in having an ongoing program which serves a wide variety of parent groups, we recommend developing cooperative, supportive relationships with local media. You can use these relationships to educate parents, promote a dialogue, publicize programs, and spark interest.

- Develop a list of the major findings and your key points about parent education on sexuality. Be sure to include them in newspaper articles and discussions during public appearances.
- Write a letter to the editor. If you reside in a large city, write to both major and community newspapers.
- Contact local news reporters. Try to meet with reporters known for covering family or education topics. Provide them with community health statistics and outline the need and potential for courses for parents. You may have to make several contacts before your story idea is picked up. At one site a newspaper article featuring sexuality education programs for parents in the community resulted in many phone calls.
- Contact local talk shows, both radio and television, to discuss the need for and goals of parent sexuality education. This step takes greater preparation. Prior to making such contacts, become knowledgeable 1) about the health problems in the community and 2) about research results about parent/child communication about sexuality. Practice answering questions and making important points, including the concerns parents express about answering their children's sexuality-related questions. It is not in your interest to debate the efficacy of sexuality education.
- Contact local organizations (such as the P.T.A., the Board of Directors of a private school, and church groups) and make yourself available to discuss sexuality education for parents and/or children. Often organizations initially interested in providing programs for children can be convinced of the need for parent programs. Consider this activity to be community education rather than promotion of a particular program. Anecdotes of children's and parents' comments and questions tend to be very effective.
- Don't become an adversary. Whether talking with the press, radio or television personalities, or with organizations, avoid conflict. Listen to criticism and if reasonable, adapt.

Involve parents. Community organizers have taught us the principle that target group members and decision makers will support a program if they believe that it will benefit them. One way to build a sense of commitment to a parent course is to highlight a point of concern of group members. For example, a clergy member or youth leader could promote interest in a course by having an educator present a film on adolescent sexuality and facilitating discussion about the importance of parent/child communication.

Have parents define their needs and let them know their needs would form the basis for a program. At one site, a health educator contacted a group of parents who were very concerned about the high rate of adolescent pregnancy in their community. When offered a course that would address their concerns, they actively recruited other parents and attended the course themselves. At another church program the minister/educator worked closely with a group of parishioners who actively participated in various projects in the church. Their support for the parent sex education course influenced many other parishioners to attend.

Another way to make contact with parents is to obtain time at the regular meeting(s) of an organized group. Such introductory meetings serve a variety of purposes:

- They allow the educator an opportunity to assess parents' needs.
- They allow the educator an opportunity to generate parent interest.
- They provide a chance to brainstorm topics parents would want in a course, course structure, and convenient times and places.
- They can be used to develop an advisory or planning committee.
- They give parents an opportunity to assess the educator. (An interesting, nonthreatening educator is a far better advertisement than brochures or notices).

Just as organizations and their staff members sometimes resist getting involved in sexuality-related education, so may parents. Educators must recognize reasons for parents' resistance. For example, some parents avoid sexuality programs because they object to open discussion of homosexuality, masturbation, or abortion. Educators must respect such concerns by demonstrating flexibility in course content and acknowledging the range of sexual values.

Announce your program. Once you have established yourself as an expert and have generated interest and support in the community for parent sexuality education in general, you are ready to develop support for your specific program. Recruitment for specific courses is discussed in Chapter Four. Here we are still talking at a broader level of making your services known.

- Make as many personal contacts as possible. Whenever possible, talk to people face-to-face. Investigate the structure of any organization you contact to determine the appropriate individuals with whom to meet. Consider the following when making personal contacts: 1) Presentation of self is critical -- both appearance and interpersonal style. It may be to your advantage for a respected community leader from your advisory committee to actually meet with contacts. The teacher of the course is not necessarily the best person for this job. 2) When presenting the issues, choose your words carefully. For example, people may be more receptive to "parent/child communication about family living" than to "parent sex education." 3) Respect others' concerns about sexuality education. Assisting parents with their role as sexuality educators respects the family's ultimate responsibility for sex education. Opponents to sexuality education may be surprised to learn that your goals are consistent with theirs.
- Disseminate information about your program. You can obtain addresses from organization directories. Prepare and mail a flier or letter which will spark interest in such parent education and announce the availability of services and other pertinent information such as fees and the qualifications of the provider.
- Hold an open house (1) to provide the community with an opportunity to meet your staff personally and (2) to give you more visibility. Plan carefully to avoid failure such as low attendance or confusion about the goals of the event. Consider the following suggestions:

- 1) Invite past participants and/or strong supporters. You want to insure that the open house is well attended and that there are advocates in the crowd;
- 2) Make sure all teachers and program staff can attend;
- 3) Hold the open house at a convenient time and location;
- 4) Send a press release to local newspapers and to public information spots on local TV;
- 5) Send invitations to organizations and individuals contacted earlier; and
- 6) Prepare for the actual meeting. Display resources and neat visible charts outlining possible programs. Decide whether you want to offer a structured question and answer period or an informal gathering.

Any efforts to announce your programs should help establish the educator's and program's credibility. Conflict and antagonism should always be avoided.

Selecting A Sponsor

Parent sexuality education courses have been successfully offered at public and private schools, religious institutions, community groups, mental and physical health agencies, youth agencies, and corporations. The course sponsor and location greatly influence who is chosen to staff the program, how the course will be structured, and what will be taught. A supportive sponsoring institution may be the key to a successful course.

Some institutions may recognize both the need for such a program and the appropriateness of their sponsorship, but not be prepared to fully support the project. For any organization to sponsor a program, it must offer the educator tangible assets: a preestablished group to participate in the course; an experienced person who is knowledgeable about the target group and able and willing to recruit participants; a convenient, comfortable place to hold the course; financial support; and/or a visible, meaningful sign of support and endorsement. Without such support, a program can easily flounder. At one site, where a health educator had arranged to offer a course in conjunction with a church, the minister who had initially been quite supportive finally decided to cancel the course when a few parents raised serious questions.

Establishing cooperative relationships with respected community groups and their leaders establishes credibility for a parent sexuality educator. Hearing that an organization leader has endorsed the course may reduce parents' fears about taking a course. Knowing that an admired priest is co-sponsoring a course with an educator from a family planning center may have more impact than a huge publicity effort. Joint efforts may also have the advantages of convenient meeting places, indigenous educators, as well as contact persons who have a clear understanding of the special needs and interests of the target population. A social worker who advises foster parents, for example, could help recruit parents for a course and provide the necessary background information to design the course.

Even though courses for parents have been offered successfully, many community agencies and organizations which could offer them, do not.

- Many administrators and organizational leaders believe that necessary courses are being offered elsewhere, even when they are not.
- Many assume that if parents desired such courses, they would press for them -- an assumption which fails to consider the stigma associated with asking for help for sexuality-related programs.
- Some believe that sexuality is too complicated and emotion-laden to be the focus of a course.
- Staffs of many organizations see sexuality education as the responsibility of agencies and religious groups, and have not thought of themselves as involved in this issue.
- Many organizational leaders are afraid of the kind of controversy some school programs have encountered, and prefer to avoid any such political or religious conflict.

Educators need to take into account such reasons for organizational restraint when approaching potential co-sponsors or funding sources.

In the initial stages of organizing, the educator can contact groups that focus on family issues. To identify potential co-sponsors, the educator must ask these questions:

- Does this organization or group see a need to offer a parent sexuality education course?
- Can a network of support within the organization be built?
- Who are the influential people in the organization that must be contacted to get a course implemented?

Agency administrators, club presidents, program committee members, board members, and individuals who work with a selected target group -- any of these can provide information and possibly support.

Different settings and institutional sponsors have different advantages.

Schools. At two sites, public high school teachers who already had a good reputation among students and parents were able to coordinate the parents' instruction with their children's learning and easily recruited full classes.

Thus, assuming the good reputation of the teacher, a major advantage of school-based programs is the ease with which families may be recruited. For many parents, the school is a familiar environment. In addition, a school-based course implies expertise in education which reassures parents that the course will be of high quality. Parents will attend (1) because they are seriously interested in communicating about sexuality and feel that taking courses simultaneously will facilitate family communication; and possibly (2) because their children have encouraged them to attend a course.

On the other hand, if the school does not offer a family life education course or if an existing course or teacher is not respected, parents may be more difficult to recruit.

Religious institutions. Some people avoid religious settings because they feel such groups are morally opposed to sexuality education. At one site, a priest and parochial school teacher easily recruited traditional Catholic couples to attend their weekend retreats. A number of other sites have found religious institutions most receptive to co-sponsoring a multisession course.

Many Americans link sexuality issues with family morals, increasingly so about major ethical issues such as contraception and abortion. Many families are also confused when mental health practitioners seem to be contradicting their religious leader's interpretations of biblical writings. A religious institution, then, can offer a forum where parents can discuss sexuality within a values framework.

Community groups. Community organizations -- Women's Clubs, Lions, Rotary, Veterans' Clubs, Parents Without Partners -- already have an established group of participating adults. Using such a familiar setting where parents already know each other reduces some of the obstacles often encountered during the recruitment phase, and facilitates group cohesiveness.

Mental and physical health agencies. Family service agencies, community mental and health centers, Planned Parenthoods, and other reproductive health agencies offer a great many of the parent sexuality education courses now being conducted in the United States, most to preformed groups. Their major advantages are the funds they receive specifically to offer programs, and the trained sexuality educators on their staff.

For those families who see taking a course as a possible solution to a health or psychological problem, the logical source is a health agency, particularly when the families are concerned about the consequences of adolescent sexual behavior. Families experiencing discord may seek help from mental health associations. The following sites, a Planned Parenthood affiliate, psychiatric institution, and community health association found it somewhat more difficult to recruit families unless they cosponsored with a school or church. An educator at a family service agency was able to recruit successfully, but only as a result of numerous personal contacts. Relying on referrals from within the agency was ineffective.

Youth Agencies. Another vehicle for reaching parents and particularly for organizing courses for parents and their puberty age children is through youth agencies such as Girl Scouts, Boy Scouts and Girls Clubs. For example, a number of Girls Clubs are interested in family life education programs, but like other potential youth group sponsors, many feel unable to offer programs without the assistance of a trained sexuality educator. In a recent survey conducted by their national office, 80% of the local Girls Clubs anticipated conflicts with parents over many of their activities. Girls Clubs have from 130 to 3,600 members in any one site. Both the high number of potential participants, and the administrators' expressed concern about parent involvement, make Girls Clubs an ideal sponsor for parent sex education courses.

Corporations. More and more corporations are instituting or considering implementing programs that may enhance group productivity. Some of these programs address family issues. While we did not have any direct contact with a corporation offering a parent sex education course, we did learn that some are actively considering funding such a program. Their courses would have the distinct advantage

of having a captive audience (if the course were offered during work hours) and reaching individuals who are not affiliated with any other group and would not ordinarily attend a parent sex education course.

Planning Course Expenses

The major expense of a parent sexuality education course is the time it takes to recruit, design, teach, and evaluate the course. Other expenses can make a difference in the success of a program, some of which influence recruiting families and maintaining attendance, and others of which enhance the quality of the program:

- advertising (e.g., mailings)
- providing babysitting
- offering snacks or meals
- buying books for a portable library
- renting films
- providing other resource materials (e.g., puzzles for parents to use with their young children, a torso to explain anatomy)
- reproducing course outlines, evaluation materials, handouts, etc.

Of these expenses, we found through our own course experiences and through talking with other program providers that offering food and babysitting were well worth the expense. Borrow books, films, and other resources from libraries, health departments, and Planned Parenthoods when possible. Occasionally, community relations departments in corporations or local foundations will subsidize some of the program expenses.

Choosing the Facility

Ideally, choose facilities which are both convenient and familiar to potential participants. One course which was co-sponsored by a health agency and an inner-city church decided against using an available room in a new building at an established hospital in favor of the church which was old and drab, but which was in their participants' community and was a familiar meeting place.

In addition to being convenient and familiar, the facility should ideally:

- Be a comfortable environment with properly heated or air conditioned rooms, comfortable chairs, etc.;
- Have flexible custodial staff;
- Have audiovisual equipment (e.g., movie projector);
- Have lighting which may be adapted for showing films;
- Have an appropriate room for babysitting;
- Have a kitchen; and
- Be easily accessible with safe parking.

Still, the most important characteristics are convenient location and familiarity to potential participants. These factors may greatly outweigh the advantages of modern conveniences.

Summary: Initial Steps for
Implementing a Parent Sexuality Course

Developing community support is an ongoing process. You will need to retrace many of these early steps as your program grows. It is extremely important to keep abreast of community problems, to maintain old contacts, and to develop new relationships. The following summary outlines the major points to consider during the initial implementation steps.

Research Your Community

- ___ Gather statistics which reflect the need for help with parent-child communication.
- ___ Determine where sexuality education is or has been offered and the response to it.
- ___ Identify key supporters and potential cosponsors.
- ___ Assess the needs for parent sexuality education in the community.
- ___ Define the range of community values.
- ___ Determine financial needs and resources.

Establish Goals

- ___ Set concrete, easily attainable short-term goals.
- ___ Establish an advisory committee to work on short-term goals.
- ___ Establish identifiable long-term goals.

Educate the Public

- ___ Outline important facts regarding parent sexuality education to include in newspaper articles or to discuss during public appearances.
- ___ Develop rapport with the local radio, newspaper, and television media.
- ___ Establish yourself or your organization as a resource on sexuality issues with local organizations.

Involve Parents

- ___ Build parents' sense of commitment to parent sex education.

- _____ Have them define their needs.
- _____ Include parents on advisory committee.

Announce Your Program

- _____ Through personal contacts, notify potential target groups of the availability of a parent education program.
- _____ Develop a flier that explains the range of possible courses and other educational services.
- _____ Hold an open house.
- _____ Offer an introductory session to an ongoing group.

Select a Sponsor

- _____ Establish cooperative relationships with respected community groups.
- _____ Seek sponsors that can offer a preestablished group; an experienced person knowledgeable about the target group; assistance with recruitment; a convenient, comfortable room to hold the course; and financial support such as photocopying, babysitting, audiovisual rental.
- _____ Weigh the advantages and disadvantages of various types of potential sponsors: schools, religious institutions, community groups, mental and physical health agencies, youth agencies, and corporations.

Plan Course Expenses

- _____ Calculate all anticipated expenses: staff time, advertising costs, babysitting fees, snacks or meals, books, film rental fee, pamphlets or other pamphlet materials, and photocopying fees.
- _____ Obtain materials or services that can be borrowed or donated, such as films, books, refreshments or advertisements.

Choose the Facility

- _____ Select a program location which is familiar to and convenient for parents and which has the amenities needed by the educator: rooms with adjustable lighting and temperature controls, comfortable chairs; space for babysitting away from the course room; a kitchen; custodial staff with flexible hours; and accessible and safe parking.

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Chapter Two

CHOOSING AND TRAINING TEACHERS

The two curricula for parent courses were designed with the understanding that teachers who will use them have had some prior training. Before attempting to help parents become more effective sexuality educators of their children, the teacher must have developed the following qualities which were determined by a modified Delphi analysis (for more details, see Volume I):

1. Respect for parents' potential to be effective sexuality educators
2. Knowledge of sexual development in childhood
3. Knowledge of common family concerns about sexuality
4. Knowledge of physical processes, including anatomy, physiology, puberty, and reproduction
5. Knowledge of effective communication techniques
6. Comfort with own sexual feelings and values
7. Tolerance for differing parental opinions (whether conservative or liberal)
8. Group facilitation skills
9. Ability to demonstrate simple, clear communication appropriate for children at different ages
10. Respect for cultural traditions of ethnic families
11. Ability to say "I don't know, I'll find out" and to learn from parents
12. Willingness and enthusiasm for teaching sexuality to parents
13. Sense of humor
14. Ability to gain trust and respect of community
15. Ability to create an environment conducive to the expression of feelings and opinions
16. Sense of timing (knowing when to intervene)

Teachers use these qualities and skills to fulfill a variety of roles. They must be able to build group support, give information, facilitate discussion and exploration, and model basic attitudes and skills relating to sexuality values and communication.

In this chapter, we describe first the variety of roles that, in our opinion, teachers must fulfill when working with parents. Then we describe ways to design teacher training programs which will develop and enhance teachers' ability to fulfill those roles. These suggestions are meant as an introduction to the art of training teachers -- as an overview, not a comprehensive guide.

Educator Roles

Building group support. The teacher or facilitator must maintain a positive, encouraging stance toward parents' ability to learn to communicate effectively with their children about sexuality. If a teacher doesn't feel sure that parents can be effective sexuality educators, parents will pick this up. Therefore, it is important for all who plan to work with parents to carefully explore their attitudes and feelings about parents' capabilities.

The teacher must also know how to build a trusting group environment. In order for parents to open up and to share attitudes and feelings about the sensitive topic of sexuality, they must trust that their input will be listened to and respected. The teacher or facilitator is responsible for establishing this atmosphere in the group. S/he must be able to affirm parents' feelings -- to acknowledge that the parent has those feelings and that they are valid for that person. Affirming feelings is especially helpful at those times in group discussions when other parents may be expressing differing views. When the facilitator validates a parent's feelings, the person knows s/he has been heard. Eliminating pressure on the parent to feel differently increases the possibility s/he will be able to hear and consider other points of view.

The facilitator must be able to establish confidentiality as a ground rule in the parent group. Parents will be more inclined to share if they receive assurance that personal information will not be shared outside of the group. (At the same time, general sharing of experiences without personal detail is both acceptable and encouraged. Parents who share class discussions with other family members and friends get compound benefits from the course.)

Teachers must remain nonjudgmental and respectful of diversity among parents, even when parents have opinions that the teacher personally disagrees with. Parents will ultimately decide which values they will transmit to their children. The goal is not to change parental values, but to help parents think through the consequences of certain types of interventions. The ultimate value choice remains with the parents.

The facilitator will need to share his/her own thoughts, feelings, and experiences, when appropriate, without dominating the time. The leader is a model from the first moment of the program, whose sharing will, in turn, enable parents to share more easily. Personal contributions to parents say that the leader is a human being as well as a group leader. It would be inappropriate, however, for the leader to use sharing as a way to work out personal issues; the purpose of the leader's sharing is to establish sharing as a group norm in this course.

Giving information. A teacher must be prepared to give information -- on sexual and reproductive functioning, on sexual development in children, on common sexual concerns of children at different ages, and on communication and problem solving methods. However, parents' need for or interest in these topics vary. Some

parents need basic information about sexual and reproductive functioning. Others are more interested in how children develop psychologically, sexually, cognitively, and morally. Most parents are interested in common sexual concerns of children and communication and problem-solving methods. Therefore, teachers need to be able to assess parents' needs to determine what kind of information they want.

Facilitating. A teacher's role is as a facilitator, not as an expert with all the answers, but as someone who will:

1. Give information and provoke discussion and sharing among participants;
2. Encourage introspection and discussion;
3. Help parents think through their own answers;
4. Assist parents in understanding what occurs within the group, by explaining the objective of each experience and summarizing the major learnings at the end of every activity;
5. Encourage sharing of experiences and solutions among parents; and
6. Facilitate exploration of values by conducting activities that help parents become more clear about their beliefs.

Many parents come to the course expecting -- sometimes both hoping and fearing -- that the leader will tell them exactly what and how to teach their children about sexuality. After all, the leader is the expert. Staying in the role of facilitator, and helping parents become comfortable with that, takes skill.

Modeling roles. The facilitator must be able to model effective communication skills including listening, using "I-Messages," and using technical or scientific language. Most facilitators avoid slang terms because they are offensive to many parents. Facilitators must be able to:

1. Provide experiences for parents to learn and practice new skills -- initiating conversations, answering questions, and solving problems;
2. Demonstrate comfort when communicating about sexuality, for it is very difficult for parents to be comfortable if they sense that the educator is uncomfortable discussing sexuality;
3. Support basic rights for parents and children, for example, that both parents and children have the right to privacy and the right to information about sexuality, and that parents do not have to be experts to communicate effectively about sexuality.

Designing Training

To help teachers develop their ability to fulfill these roles, training must include three broad components: knowledge, attitudes, and skills.

Knowledge component. In a training program for teachers of parents, review sexuality content that parents have the greatest interest in, as well as any content

that the teachers express the need for (on a needs assessment). The goal is to give the teachers sufficient information so that they can correct myths and provide basic information regarding sexual and reproductive functioning to whatever group they are leading. Information is easily provided through lectures and audiovisuals. While any good training program will include some information giving, what information will be given is best determined through a needs assessment. Some groups need more information than others.

Attitude component. Explore teachers' attitudes regarding (1) the role of parents in the sexuality education of their children; (2) "appropriate" parental interaction with children of different ages; and (3) sexual issues in general. If teachers plan to work with minority parents, their attitudes toward minority parents should also be addressed, as discussed in the next chapter.

We assume that before they can objectively explore controversial sexual issues with young people or with their parents, teachers need to confront their own attitudes. The process of exploring and discussing one's own attitudes tends to increase one's level of comfort when educating about sexuality. It is especially important for inexperienced teachers to have such experiences during a training workshop.

Some trainers use the Sexual Attitude Reassessment (SAR) process. The SAR is an intense 2 to 3-day experience in which participants alternate between viewing explicit films and sharing their feeling reactions with others in a small group. The intensive small group discussions provide an opportunity both to clarify one's own attitudes and to hear other people's reactions which may be similar or quite different. The goal of SAR is not to change people's attitudes but (1) to help them become more aware of their true feelings and of the diversity of opinions and reactions of other participants; (2) to help them view all persons -- young or old, Black or White, able-bodied or handicapped -- as sexual beings.

Some sexuality educators have indicated that participants have had psychologically damaging experiences with the SAR. Others consider their SAR experience to be the most freeing and enabling component of their preparation as a sexuality educator. Whether the SAR experience is successful seems to depend in large measure on the expertise of the facilitators. It is important for the SAR facilitator and small group leaders to be not only experienced but highly skilled. They must accept participants as they are, not pressure them to be liberal thinkers. In our opinion, it is essential to plan sufficient time for participants to explore and understand their reactions and to make the transition from the profound, often bombarding experience of the SAR to the more concrete components of the training; to provide a substantial break following the SAR; and to plan a structured activity when participants reconvene. Participants need the opportunity to collect themselves.

Nevertheless, a SAR may be an inappropriate strategy for some groups such as public school systems. The kind of intense sharing it requires may also be difficult for groups of educators who work together; they may be restrained by their knowledge that they will need to continue working together from day to day. Other formats -- small group discussions and other value exploration strategies -- can be used to help participants deal with their own attitudes and feelings.

Skill component. Any teacher should possess basic skills. S/he must be able to give information clearly, abstract and condense important information, clarify information by giving examples, and evaluate what participants are learning. S/he must also be able to direct the process in the group by establishing group norms,

facilitating and encouraging all members to participate, periodically determining how participants are reacting, and providing support and empathy to participants.

In most cases, specific training for parent sexuality teachers will not be able to provide these basic group leadership skills, but must assume that participants already have basic sexuality education skills. Rather, the skill focus in this training is to have participants review and practice a variety of methods for involving parents in the sexuality education of their children, by (1) examining existing curricula for sexuality programs for parents; (2) modeling sample activities to be conducted with parents; and (3) if possible, providing time for educators to practice leading discussions about sexuality with parents.

The trainers should model a variety of techniques for teaching parents and demonstrate how these techniques can be successfully applied to different topic areas. If a practice component can be included, participants should (1) work in small groups to identify a learning objective for a parent sexuality program; (2) design an activity to achieve the designated objective; and (3) take turns conducting their activities with a group of workshop participants. In such a practice component, participants have an actual teaching experience; they receive feedback from others; and they observe the style of other educators -- all of which enables participants to leave the workshop with many ideas for teaching activities to use with parents.

Steps for Designing and Implementing Training

Recruiting teachers. If an agency is planning to begin offering sexuality education programs for parents, they might identify teachers who are interested in working with parents. It is helpful but not imperative for the person to have had other experiences in sexuality education.

Some professionals have voiced a concern about nonparents working with parents. While being a parent may be an advantage, it is not a prerequisite. Teachers who are not parents have had the experience of being parented and can share those memories; they may also have conducted sexuality programs with children and be able to tell parents what concerns children have expressed to them in that role. It is essential to have had some experience with children, both to understand parents' concerns and problems, and to give credibility.

Marketing becomes extremely important if a trainer or an agency is attempting to offer workshops to interested professionals at large. To publicize training programs: 1) develop an attractive brochure that fully explains the proposed workshop; 2) advertise the workshop in all of the major newsletters and journals in the field of sexuality education; and 3) develop a mailing list and send brochures to all possible helping professionals who might be interested in parent sexuality education.

Choosing the training facility. The training facility should be chosen during the recruitment period. What type is needed will depend on the length and format of the workshop. If the program is going to last 3 full days or longer, a residential setting is most ideal. A beautiful, comfortable facility where people can work, eat, and play together helps create an atmosphere for participants to share and learn about themselves, other professionals, and parents. Naturally, this type of facility increases the expense of the workshop. In any case, the trainer needs a

comfortable, well-heated or air conditioned room which is large enough for participants to work in small groups. In a residential setting, it is ideal to have a large room and several smaller rooms for small group meetings or for a display of resources.

Conducting a needs assessment. It is important to ask the teachers who have registered for the training program what they need. (An example of a training needs assessment used by Mathtech is included at the end of this chapter.) If it is impossible to conduct a formal needs assessment before the workshop, conduct one at the beginning of the training experience. Trainers will have to be flexible enough to shift gears if necessary and replace a planned activity with some component that participants have identified as a need. When using the latter approach, it is very important to review the list of expectations at varying points during the workshop to make sure participants' needs are being met.

Designing the program. Design the training workshop to address the needs identified in the preliminary needs assessment. The following are steps for creating the training design:

- 1) Establish specific goals in terms of what the participant will learn. Keep goals as realistic as possible.
- 2) Brainstorm methods for achieving the stated goals. Possible training methods include:
 - structured activities
 - lectures and discussions
 - films and discussion
 - individual activities such as inventories
 - dyad activities
 - small group discussions
 - whole group discussions
- 3) Select methods that will best achieve the goals of the workshop.
- 4) Assess the design. Are the goals clearly stated? Do you like what you have developed? Would you enjoy the workshop as a participant? Ask a colleague to review the design and offer feedback.
- 5) Revise the design.

Sample training designs for 3 and 5-day programs have been included at the end of this chapter. They are intended to offer an idea of the topics that are typically addressed in a training workshop for parent sexuality educators. These designs do not provide sufficient information to actually conduct a workshop. Experienced trainers should depend on their own creativity to fill in the obvious gaps in content.

Implementing training. When actually conducting the workshop, the trainers should consistently model effective skills. At the beginning of the workshop, establish a warm, nonjudgmental atmosphere and decide on group norms. Identify the expectations of the participants and adjust the workshop outline when appropriate. During the core activities of the workshop, model effective group facilitation skills, reminding participants not only to participate in the experience but to observe the trainer as a model. Point out your own mistakes when you make them. Don't ask participants to do anything that you don't do. For example, if asking

participants to share something personal, make sure that you share first. If you're asking them to role play, you participate in the initial example.

Pay attention to the pace of the workshop to allow participants to absorb the material and experiences without becoming bored or overly tired. If things are lagging it is probably time (1) to move on to a new topic, (2) to change the format or structure, or (3) to have a break. Feel free to ask participants what they want.

If a practice component has been included, give each participant an opportunity to conduct an activity. Encourage constructive criticism from the group. This is a great opportunity for educators to hear what they are doing well and what they can improve.

Allow ample time for closure. As a part of the closing experience, encourage participants to consider what they have learned and how they will utilize these new tools in the immediate future.

Evaluate training. As a bare minimum, conduct an overall evaluation of the workshop experience. Ask participants how they benefited from the experience. What was most helpful? What was least helpful? How effective was the trainer? (An example of an evaluation form is included at the end of this chapter.) Relying on verbal evaluations may be limiting since frequently the most active, assertive participants predominate. For more complete feedback, we recommend obtaining written evaluations from all participants. Results can be used to strengthen future training programs.

Summary: Factors in Training Design

Gather information about the group.

1. Participants' knowledge of sexuality education
2. Participants' experience working with parents
3. Gender, age, ethnicity of participants
4. Participants' motivation for attending -- voluntary or involuntary
5. Familiarity of participants with one another
6. Expected size of the group

Establish appropriate sequence.

The training design should have a beginning, middle, and end.

1. Beginning: Focus on developing group cohesion and climate setting.
2. Middle: Focus on accomplishing the major goals of the workshop.
3. End: Focus on bringing closure to the group by helping participants clarify what they have learned and how to make use of new knowledge and skills.
4. Each activity should flow smoothly into the next.

Provide variety.

1. Select training methods that will appeal to a variety of participant learning styles, e.g., passive (lecture), active (discussion).
2. Vary the structure for implementing training activities:
 - individual
 - dyad
 - small group
 - whole group
3. Diversify training activities to allow for:
 - intellectual stimulation
 - attitude exploration
 - skill practice
 - physical movement (especially after extended periods of sitting)

Allow enough time.

1. Plan realistically within time constraints
2. Include time for breaks
3. Include time for reflection after each activity
4. Build in time for reflection and integration throughout the workshop
5. Build in time for closure at the end of the workshop
6. Include enough time for evaluation

Keep the design simple.

Both trainers and participants should find it easy to understand.

Build in flexibility.

1. Plan several approaches for meeting a particular goal so that you can choose the most appropriate activity after spending time with the group.
2. Be prepared to drop segments of the design if participants voice other needs.

Needs Assessment

Teacher Training
for Parent Sexuality Educators

Name: _____ Academic Degree _____
Major _____

Address - work: _____

home: _____

Phone - work: _____ home: _____

Have you attended general training sessions in sexuality education or specific sessions in parent sexuality education? yes _____ no _____

If yes, please detail:

	sponsor	location	date
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

Have you attended any workshops on related topics, or in related fields (e.g., group leadership skills, family planning)? yes _____ no _____

If yes, please detail:

	sponsor	location	date
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

For how many years have you taught sexuality education programs of any type?

Needs Assessment (continued)

What kind of sexuality education programs are you currently teaching?

Have you conducted sexuality education programs with parents? yes ____
no ____ . If yes, please detail:

On a scale from 1 to 5, how much do you like conducting sexuality education programs with parents? (1=really dislike, 2=dislike, 3=neutral, 4=like, 5=really like) ____

Please rank the following training components from 1 to 3 according to your level of need. 1=needed most, 2=needed moderately, and 3=needed least

_____ Sexual Attitude Assessment (need to become more aware of my own attitudes and values; need to become more comfortable discussing sexual topics with parents). Please list specific topics that you wish to explore: _____

_____ Sexual Knowledge (need more information related to sexuality). Please check specific topics with which you want to become more familiar.

_____ common myths	_____ abortion
_____ family planning	_____ sex roles
_____ decision-making	_____ masturbation
_____ problem-solving	_____ homosexuality
_____ pregnancy	_____ cognitive development
_____ communication skills	_____ moral development
_____ sexually transmitted disease	_____ religious teachings
_____ anatomy & physiology	_____ sexual development
_____ adolescent sexuality	_____ adolescent pregnancy
_____ range of normal sexual behavior	_____ relationship between self esteem and sexual behavior
_____ laws regarding sexuality	_____ values in sexuality
_____ relationships	
_____ family concerns about sexuality	
_____ other _____	

Needs Assessment (continued)

_____ Teaching Skills

- _____ program design skills
- _____ group facilitation skills
- _____ teaching techniques

Are there any special topics or activities that you would like to have included in the workshop? _____

Thank you for your help. Please return this questionnaire to _____ in the enclosed envelope by _____.

3-Day Sample Design

Developing Skills for Parent Sexuality Educators

This workshop is designed to provide knowledge, examine attitudes, and develop skills important in offering sexuality education courses to parents. The focus is on helping professionals such as teachers, counselors, social workers, nurses, and others who have little experience working with parents to develop and refine their skills. Participants are expected to have basic information regarding sexual and reproductive functioning. The workshop will include ideas, concepts, and specific skills which must be considered in the development, design, content, implementation, and evaluation of sex education programs.

Objectives. Participants will:

- Gain a clearer understanding of their own attitudes and feelings about parents as sexuality educators.
- Become more aware of the latest research and literature concerning sexual development and cognitive development in children.
- Improve communication skills that are important for educating parents about sexuality.
- Learn more techniques for assisting parents in their role as sexuality educator.
- Better understand the principles of group process through interaction within the group.
- Become more aware of strategies for recruiting parents.
- Become aware of knowledge and skills that are necessary for the evaluation of sex education programs.

Day 1

- | | |
|--------|---|
| 9:00- | Introduce staff. |
| 9:45 | Conduct get-acquainted activity. |
| 9:45- | Discuss workshop norms. |
| 10:30 | Discuss participant expectations. |
| | Present overview of workshop schedule. |
| 10:45- | Discuss goals of parent sexuality education (see Introduction). |
| 12:00 | Brainstorm qualities of an effective parent sexuality educator (see Chapter 2). |

3-Day Sample Design (continued)

- 2:00- Explore teachers' attitudes toward parents as sexuality educators of
2:45 their children.
Show the segment depicting a parent/child discussion in "Am I Normal?"
or "Dear Diary." Ask participants to react to the portrayal of
parents. Is it realistic?
- 2:00- Discuss alternative methods of involving parents in the sexuality
3:30 education of their children (see Chapter 6).
- 3:45 Introduce curriculum.*
5:00 Unit 1* - Understanding Our Own Sexuality
Discuss goals of unit.
Conduct the activity "Journey," "Early Memories," or "My Parents
Told Me."*

Day 2

- 9:00- Unit II* - Sexuality Through Childhood
10:30 Discuss goals of unit.
Give overview of basic tenets of psychosexual, cognitive, and moral
development theories (see Volume I, Chapter 1 and activities in
Unit II*).
- 10:30- Break
10:45
- 10:45- Unit II* (continued)
12:30 Discuss teaching parents facts about sexuality.
Conduct or discuss a knowledge activity from this unit.
Review resources (see Appendix B of curriculum).
- 1:30- Unit III* - Sexuality in the Home
3:00 Present goals of unit.
Discuss strategies for helping parents deal with situations that
occur at home.
Conduct or discuss the activity "Issues at Home" or "Situations."*
- 3:00- Break
3:15
- 3:15- Unit IV* - Values
5:00 Present goals of unit.
Discuss strategies for helping parents consider which values they
wish to transmit to their children.
Conduct several activities from Unit IV.*

*Unit numbers and activity names refer to Volume III, "Curriculum Guide to Courses for Parents." We recommend conducting activities from the curriculum both to give trainees experience as participants and to model teaching skills.

3-Day Sample Design (continued)

Day 3

9:00- Unit V* - Communication Skills
10:30 Present goals of unit.
Discuss strategies for teaching parents communication skills. Conduct or discuss activities: "Listening," "Reflective Listening," and "I-Messages."*

10:30- Break
10:45

10:45- Conduct or discuss activities: "Guidelines," "How to Begin
12:30 Conversations about Sex," and "Commonly Asked Questions."*

1:30- Conduct the activity "Problem Situations"* in Unit V.
2:30

2:30- Discuss groundwork and recruitment strategies (see Chapters 1 and 4).
3:30

3:30- Break
3:45

3:45- Discuss techniques for evaluating programs (see Chapter 5).
4:15

4:15- Review and evaluate workshop experience.
5:00

* Unit numbers and activity names refer to Volume III, "Curriculum Guide to Courses for Parents." We recommend conducting activities from the curriculum both to give trainees experience as participants and to model teaching skills.

5-Day Sample Design

Developing Skills for Parent Sexuality Educators

This workshop is designed to provide knowledge, examine attitudes, and develop skills important in offering sexuality education courses to parents. The focus is on helping professionals such as teachers, counselors, social workers, nurses, and others who have little experience working with parents to develop and refine their skills. Participants are expected to have basic information regarding sexual and reproductive functioning. The workshop will include ideas, concepts, and specific skills which must be considered in the development, design, content, implementation, and evaluation of sex education programs. Participants will be expected to help design a course themselves and to practice teaching activities.

Objectives. Participants will:

- Gain a clearer understanding of their own attitudes and feelings about parents as sexuality educators.
- Become more aware of the latest research and literature concerning sexual development and cognitive development in children.
- Improve communication skills important for educating parents about sexuality.
- Learn more techniques for assisting parents in their role as sexuality educator.
- Better understand the principles of group process through interaction within the group.
- Become more aware of strategies for recruiting parents.
- Become aware of knowledge and skills that are necessary for the evaluation of sex education programs.

Activities. Design a segment of a parent sexuality program.

- Practice leading a discussion or activity for parents.
- Preview and analyze the best sex education films for parents.
- Review a variety of resources in parent sexuality education.
- Develop a network of parent sexuality educators in the community.

5-Day Sample Design (continued)

Day 1

- 9:00- Introduce staff.
9:45 Conduct get-acquainted activity.
- 9:45- Discuss workshop norms.
10:30 Discuss participant expectations.
Present overview of workshop schedule.
- 10:30- Break
10:45
- 10:45- Discuss goals of parent sexuality education (see Introduction).
12:00 Brainstorm qualities of an effective parent sexuality educator (see Chapter 2).
- 2:00- Explore educators' attitudes toward parents as sexuality educators of
2:45 their children.
Show segments depicting parent/child discussions in "Am I Normal?" or "Dear Diary." Ask participants to react to the portrayal of parents. Is it realistic?
- 3:00- Discuss alternative methods of involving parents in the sexuality
3:30 education of their children (see Chapter 6).
- 3:45 Introduce curriculum.
5:00 Unit I* - Exploring and Understanding Our Own Sexuality.
Review the goals of the unit and conduct the activity "Journey," "Early Memories," or "My Parents Told Me."

Day 2

- 9:00- Unit II* - Sexuality Through Childhood
10:45 Review the goals of this unit.
Present the basic tenets of the theories on psychosexual, cognitive and moral development (see Chapter 1 in Volume I).
- 10:45- Break
11:00
- 11:00- Unit II*
12:30 Discuss teaching parents facts about sexuality.
Show film "Then One Year" or "Human Growth III"*
Review recommended resources (see Appendix B*).
- 2:00- Unit III* - Sexuality in the Home
3:15 Review goals of the unit.
Discuss strategies for helping parents deal with situations that occur at home.
Conduct the activity "Issues at Home" or "Situations."*

5-Day Sample Design (continued)

- 3:15- Break
3:30
- 3:30 Have participants plan a teaching activity to present to the group:
5:00 1) Establish a goal and 2) choose an activity to achieve the goal.
- 7:30 Film festival
Show current films for parents reviewed in Appendix A.*

Day 3

- 9:00- Unit IV* - Values
10:30 Review goals of unit.
Discuss strategies for helping parents consider which values they want to communicate to their children.
Conduct several activities from Unit IV*.
- 10:45- Unit V* - Communication Skills
12 noon Review goals of the unit.
Conduct or discuss Method 1 activities - communication strategies: "Reflective Listening," "I-Messages," and "Whose Problem Is It?"*
- 12 noon- Lunch
2:00
- 2:00- Unit V*
5:00 Conduct or discuss Method 2 activities - communication strategies: "Guidelines," "Beginning Conversations About Sex," and "Commonly Asked Questions."
- 7:30- Present panel of parents of different aged children who will share
9:00 their concerns about being the sexuality educators of their children.

Day 4

- 9:00- Have participants present the activities that they planned on day 2.
12 noon
- 2:00- Have participants present the activities that they planned on day 2.
5:00
- 7:30- Social Hour - Allow time for informal sharing.
9:00

5-Day Sample Design (continued)

Day 5

9:00- Discuss evaluation methods for parent sex education programs
10:30 (Chapter 5).

10:45- Discuss groundwork and recruitment strategies (Chapter 4).
12:00

12 noon- Provide summary and closure. Review and evaluate workshop experience.
1:00

* Unit numbers and activity names refer to Volume III, "Curriculum Guide to Courses for Parents." We recommend conducting activities from the curriculum both to give trainees experience as participants and to model teaching skills.

Date: _____

Daily Evaluation of Training

1. What new information did you learn today that you plan to use in your course?

2. What new activities did you learn today that you plan to use in your course?

3. What new skills did you learn today that you plan to use in your course?

Please rate today's sessions using this 5-point scale:

- | | |
|----------------|----------------------|
| 1 -- very poor | 4 -- good |
| 2 -- poor | 5 -- excellent |
| 3 -- average | NA -- not applicable |

- | | <u>First
Session</u> | <u>Second
Session</u> | <u>Third
Session</u> |
|---|--------------------------|---------------------------|--------------------------|
| 4. How effective were the speakers? | 1 2 3 4 5 NA | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| 5. How effective were the materials, if any, distributed by the speakers? | 1 2 3 4 5 NA | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| 6. How useful were the group discussions? | 1 2 3 4 5 NA | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| 7. How useful were the audio-visuals? | 1 2 3 4 5 NA | 1 2 3 4 5 NA | 1 2 3 4 5 NA |

Daily Evaluation of Training (continued)

8. How useful was the set of topics covered? 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA
9. How useful, overall, were today's sessions? 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA
10. What did you particularly like about today's sessions?

11. What improvements would have made the sessions better?

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Chapter Three

DESIGNING THE COURSE FOR PARENTS

Once the program provider and teacher are trained and underway in the community, they can begin to design the actual course. The curricula offer many options so that teachers with a wide variety of styles, a whole range of parent groups, anywhere in the country, can use them to design a specific course. Depending on the parent group and the teachers' own skills, they will choose different activities; stress different content, skills, and attitudes; and offer different formats. This chapter discusses the variety of issues that must be considered when designing a particular program using the model curricula.

Format

Both of the curricula have been designed for 12-hour programs, but may be implemented in a variety of ways. The 12 hours may be spread out over six 2-hour, five 2.5-hour, or four 3-hour sessions; or they may be consolidated into three 4-hour or two 6-hour sessions. They may be conducted as multisession courses, workshops, or retreats. Similarly, courses may be offered one session a week for 3-6 weeks; several sessions in 1 week; and all in 1 weekend. In our experience, each approach has advantages and disadvantages, depending on the parents who enroll. (For examples of different formats, see the sample course outlines at the end of this chapter.)

Many short sessions.

- Some participants, particularly urban or suburban parents who work until 5 PM or later, come straight from work to an early evening course. After a full work day and rush hour traffic, they seem happiest and most productive in a 2-hour class session which allows them to return home at a reasonable hour.
- Participants can practice what they are learning, return to class sessions to share successes, obtain feedback or further clarification, then practice at home again.
- Working parents who must miss a class session because of business trips or office deadlines lose only a small part of the course.
- Children who take a course with their parents can usually participate more productively than in long sessions.
- Some parents find it difficult to commit themselves for several weekly sessions, either because they can't predict their schedule so far ahead, or because they have other commitments on varying days of the week.

- Poorly motivated participants are less likely to attend all of the sessions, the more sessions in the program.

Fewer, longer sessions.

- In small towns, participants in our courses usually lived nearer their work and the course facility, and tended to finish work at an earlier hour (than did urban/suburban parents). Therefore, they could participate in a program that met for 3 weeks from 4 to 8 PM, for example.
- Participants have a greater opportunity to focus on issues and skills without interruption.
- Educators found it easier to plan and carry out both warmup activities and activities designed to implement course goals, and still provide time to integrate the session and offer closure.
- Participants were more likely to attend all sessions.
- Participants for whom the facility is inconvenient appreciate having fewer sessions.

Retreats.

- Some groups are accustomed to and enjoy retreats.
- Families have an opportunity to learn and play together.
- Fewer families can or will participate; more find the cost prohibitive.

Weekday vs. weekend.

- Working parents are more available on evenings and weekends.
- Courses can be held in conjunction with other regularly scheduled gathering times. For example, religious groups may find the period after services on Sundays more convenient.
- Children and adolescents may have difficulty combining a weekday course with the demands of homework and extracurricular activities.

Teaching Techniques

Whatever the format, each program provides information, helps parents explore and become clear about their own attitudes and values, and teaches relevant life skills such as communication and problem solving. At least one of these components is addressed in each session.

In our experience, parents are most enthusiastic when offered a variety of learning opportunities. Lectures are often successful in imparting information or introducing skills. Overused, however, they can lose even the most motivated parents. We recommend that teachers find ways to incorporate other techniques as well.

Discussions. Discussions are useful in both large and small groups; small groups offer more participants -- especially shy or reserved parents -- an opportunity to speak. In discussions:

- Parents have a chance to share facts and ideas.
- Parents can gain experience talking about issues they will want to discuss with their children.
- Parents can listen to and consider different points of view.

For examples of discussions, refer to the following activities in the curriculum: "Sex Vs. Sexuality" (I.7); "Anonymous Questions" (II.10); and "Issues at Home" (III.6).

Audiovisuals. Parents enjoy films, quickly identify with the people or action in films, and are usually eager to express their own attitudes and feelings. While filmstrips have less action, some are effective in transmitting information or presenting specific dilemmas to trigger discussion. We recommend previewing films with the following questions in mind:

- Does the audiovisual help accomplish the objectives of the session?
- Does the audiovisual seem up-to-date in information, language, style of dress, etc.?
- How realistic or relevant are the characters and situations (e.g., quality of acting, racial composition of staff, relevance of issues to participants in this course)?
- For parents of what age children is the audiovisual suited?
- Has the sponsoring agency approved it?

No audiovisual will be perfectly suited to a course's needs. Few have been designed specifically for parents; some are outdated or poorly acted. Nevertheless, if a film or filmstrip is entertaining, relevant to the course's objectives, and a good stimulant to discussion, it may be useful even if it has a few minor flaws.

For examples of audiovisuals, refer to the following activities in curriculum: "Film: Facts and Feelings About Sexuality" (II.11); "Killing Us Softly" (IV.16); and "Filmstrip: Parent-Child Negotiation" (V.21).

Brainstorming. In brainstorming, the educator or participants pose a problem, dilemma, or issue.

- Parents suggest whatever answers or points of view they can think of.
- Neither facilitator nor other parents censor suggestions; all ideas are welcomed.
- When participants are finished, the group evaluates the ideas together to identify those they consider most realistic or useful.

For examples of brainstorming, refer to the following activities in the curriculum: "Values List" (IV.3) and "Beginning Conversations About Sex" (V.14).

Role playing. In role playing, parents assume a role, usually as parent or child, which they perform for others.

- Parents have an opportunity to experience how another may feel in a particular situation.
- Parents can try a new skill such as a strategy for effective communication and obtain feedback from at least one another.
- Parents learn from each other's successes or shortcomings, insights or blind spots, all in a safe, supportive environment.
- Role playing in small groups or dyads rather than in large groups involves more people directly and is usually less threatening.
- Many individuals dislike feeling pressured to role play in large groups, and prefer a request for volunteers.

For examples of role playing, refer to the following activities in the curriculum: "Charades" (V.10) and "Negotiation Skills" (V.20).

Other structured activities. Participants can learn a great deal from having to grapple with potential problems or issues. They could:

- Vote or take a stand on a value laden statement. Example: "Do you approve or disapprove of a 3-year-old girl wanting to be nude at home? Of a 13-year-old boy going steady?" From "Values Checklist" (IV.9)
- Choose among three difficult alternatives. Example: "The thing that would upset me most would be if a friend told me that she is having an affair; recently had an abortion; or gets beaten by her partner." From "Ranking Feelings" (I.10)
- Respond to or resolve a fictitious or true story, case study, or dilemma. Example: "How would I feel if my daughter wanted to join the soccer team? My son wanted to date a girl of another race?" From "How Would I Feel If ...?" (IV.10)
- Analyze the advantages and disadvantages of various situations. Example: "A parent finds his or her son looking guilty or embarrassed, stuffing his sheets into the washing machine. What happens if the parent accuses the child of wetting the bed? Ignores the situation? Asks the child if he is having wet dreams? Lets the situation pass and later brings up a discussion of wet dreams?" From "Situations" (III.8)

The usefulness of these activities comes in the discussion afterwards where participants grapple with what they might learn from the activity.

Since some people consider role playing and other values clarification activities too provocative and liberal, the facilitator must proceed cautiously, and use such techniques only if the participants appear genuinely open to them.

Resources

Even a multisession course could not expect to meet all of the needs and expectations of all participants. Inevitably, each parent is drawn to a course with a unique combination of needs. Educators can meet with individual parents before and after sessions and during breaks. They can refer individuals to other community resources. However, the most expedient and ultimately the most likely method to meet individual parents' needs is to recommend and/or lend reading materials. Consider providing a reading list for all your programs, lists which include resources for the parents and for their use with their children. This may overcome the problem of parents' hesitancy to request guidance or additional information.

On the surface, providing reading lists may appear to be a fairly straightforward task. However, it requires discretion and understanding of the individual parents. Parents' sensitivities and comprehension levels vary greatly.

Values of parents. Parents in this country encompass a great diversity of values about sexuality -- what expressions of sexuality are considered acceptable or immoral, what range of options they wish their children to consider, with what degree of explicitness they are comfortable discussing or viewing the subject. It is essential, therefore, to determine the values that resource materials support, and to select materials that are consistent with the parents' values.

Needs of parents. Some parents need basic information; other parents already have a great deal. Parents of young children and parents of adolescents face different issues. Different parents want or need to concentrate on different topics -- some on how bodies work, others on how children develop cognitively. Educators must always consider the ages of the parents' children and the special needs and wishes of the particular parent group.

Children's ability to understand. Some resources have been developed through adults' eyes, but young children see the world in more concrete and absolute terms than do adults. If a book for children uses an analogy to describe reproduction, the child for whom the book was written may misunderstand its point and learn inaccurate information. If a book supports a certain behavior as okay, a young child will naturally assume that it is okay in all situations. The parent will need to supplement any such material with statements which clarify for the child what is expected or appropriate in his/her family.

Appropriateness of materials. Photographs and illustrations play a major role in teaching the child who does not yet read. Some illustrations actually teach a child the opposite of what was intended; others are so busy that they only confuse children.

Appeal of materials. It is important to differentiate between what is appealing to adults and to children. Parents and children are not necessarily attracted to the same resources.

Usefulness of materials at particular ages. Some parents feel more comfortable explaining plant and animal reproduction than human reproduction. If plant and animal reproduction is taught before human reproduction, it may only confuse young children. For example, a child who first learns that male fish deposit their contribution to the birth process outside the opening of female fish may have extra difficulty comprehending the reproductive function of sexual intercourse.

We found many excellent resources intended to help parents in their role as effective sex educators of their children. We also found some gaps and deficiencies. We found insufficient resources for particular groups of parents -- especially Spanish-speaking and Catholic families, parents of the blind or deaf, and pamphlets for parents and their children aged 6 to 12. We found insufficient materials addressing some of the real sexual struggles children and parents experience -- especially ways of handling sexual behavior of both young and older children, and identifying adult behaviors that are potentially damaging to a child's developing sexuality. And we found a complete lack of resources addressing Cesarean births, particularly for the parents of the 20-30% of children born by Cesarean Section.

We provide sample reading lists in the appendix. The materials listed represent a broad spectrum of viewpoints. We recommend that an educator read the annotations carefully before referring parents to any particular book or pamphlet. The lists are not meant to be exhaustive, nor do they represent the views of Mathtech, Inc. or the Centers for Disease Control. They are provided to serve as an example.

Needs of Parents

Literacy. Activities can be adapted for parents who have difficulty reading or writing. Where parents are asked to read to themselves, the facilitator can read or summarize the material aloud. Where parents are asked to complete a written survey, they can be instructed instead to respond verbally or with thumbs-up/thumbs-down votes.

Style and philosophy of learners. Some parents -- particularly those who are inhibited or reserved -- prefer passive activities like lectures, films, and self-administered written inventories. When such parents are asked to participate in an activity which requires them to move around the room or to lead a discussion, they sometimes feel threatened, embarrassed, or resistant. Their discomfort can inhibit learning. Other parents -- especially those who are expressive and uninhibited -- find such inactivity boring and want more interaction with their peers. They may have participated in other such courses and be comfortable sharing openly with others.

In our experience, courses are most effective which offer a variety of opportunities for learning while respecting the style of the learners. For example, one goal of Unit I is to encourage parents to discuss how they learned about sexuality. One activity, "Journey," is fairly provocative; it reminds parents of explicit incidents during which they may have learned about sexuality as children. Another activity, "Discussion Questions," is more open-ended and allows parents to choose freely what to remember.

Similarly, communities, families and individuals vary in their tolerance for or wish to explore controversial topics. While the curricula do not specifically address such topics as homosexuality or the influence of religious beliefs, some groups may wish to explore some of these. Others would immediately object. Thus, the wise facilitator responds to the specific needs of the parent-participants when choosing which topics to explore, and how to explore them.

We have explained in Chapter Two the qualities an educator must develop to conduct effective programs with parents. Within that framework, however, there is great latitude for teaching style. One educator may excel at giving exciting lectures and provoking group discussions about key issues. Another may function most effectively with structured activities and small group experiences. Assuming that the teacher's style is sufficiently broad to offer a variety of experiences, our observations suggest that the teacher is well advised to choose teaching techniques s/he will be comfortable using.

Age of Parents' Children

Our experience indicates that programs are more likely to achieve their goals when offered to parents with children approximately the same ages. Parents of different age children struggle with quite different issues.

Newborn to age 2. Parents of infants are more likely to attend general parenting courses than courses specifically addressing sexuality issues. Either course can incorporate the special concerns for that age.

- Infants' development depends on physical closeness, responsive touching with others; freedom to touch and become acquainted with all parts of their bodies; and satisfaction of basic physical needs (e.g., being fed when hungry).
- Parents can practice using sexual terminology, consider what messages they want to convey to their children about their sexuality, and learn ways to communicate those messages.

Ages 3 to 6.

- Children want to know where babies come from, why and how boys and girls are different, and why and how a pregnant woman looks fat.
- Parents express concern about privacy, nudity in the home, and young children's sexual exploration. They usually are not personally concerned about adolescent pregnancy or sexually transmitted diseases, but are more concerned about issues they are currently facing.

Ages 7 to 11. Far from becoming uninterested, children ages 7 to 11 tend to be self conscious about discussing sexuality.

- Children may be developing early, may be curious about a friend's development, or may behave cruelly toward children in their classes who are entering puberty.
- Parents wonder what and when to explain about puberty, particularly since the child may appear reluctant to discuss it. Many express concerns about what their children are learning from others (e.g., attitudes and swear words).

Early and late puberty (ages 12 to 15). Puberty can be an especially difficult and confusing period for children and their parents. Because children develop both physically and emotionally at different ages and at different rates, parents of children of the same age may face quite different issues.

- Early puberty children may express, with great intensity, disinterest in sexuality and in the opposite sex; later puberty children often express strong interest in the opposite sex and may be attending co-ed parties.
- Parents of early puberty children express concerns about explaining or handling imminent body changes (e.g., buying a daughter the first bra or preparing her for menarche). Parents of late puberty children often express concern about curfew rules and the appropriate age to date or go out with co-ed groups.

When recruiting for programs for parents or for parents and their children age 12-15, then, we recommend looking less at age and more at stage of development.

Ages 16 to 18. Of all age groups, the 16 to 18-year-old adolescents and their parents have received the most attention.

- These children, almost adults, are increasingly sexually active.
- Parents struggle with how to better handle crises, resolve conflicts, handle their child's transition into adulthood, and demonstrate their availability to discuss sexuality.

Cultural Themes

Sexuality educators are well aware that culture, social and economic status, ethnic identification, and educational background all influence the sexuality, the attitudes and values, the knowledge base, and the style of learning that parents bring into a course. How to take these factors into account when designing a course is more difficult to assess. Specifically, can an educator effectively teach parents from cultural groups different from his/her own? Is the race of the group leader important? Do minority parents work best in homogeneous or heterogeneous groups? Should group leaders take a special approach with parents of a different culture?

For this project, we interviewed Black and Hispanic educators about their experiences conducting sex education programs and reviewed the scarce literature about issues in educating and counseling Black and Hispanic parents. In addition, our Black, Hispanic, and White educators conducted and evaluated programs with a wide variety of parents -- parents in urban, rural, and suburban settings; parents with varying educational backgrounds; and parents from White, Black, and Hispanic backgrounds. Some of the groups were racially homogeneous, others were mixed.

We try in this section to bring these experiences to bear on the questions about working with these groups, knowing full well that individuals differ regardless of their race or culture, that within a racial or cultural group are subgroups, and that our experiences and the reports of others do not constitute "hard data."

In any sexuality education, the leader must bring an attitude of respect, optimism, and highly developed group leadership skills. These are discussed in Chapter Two. But in sexuality education with groups which are culturally different from the leader or from the majority of Americans, or which share a history of discrimination, some additional considerations arise:

- Themes specific to the culture;
- The racial and ethnic background of the leader and the interplay between the leader's background and the group's;
- The leader's attitudes toward that racial or ethnic group;
- Ways in which cultural traditions affect decisions about recruiting, setting up a course, and teaching techniques and approaches.

We write about these considerations not only for educators who wish to work with cultural groups different from their own, but for minority educators as well. No one is exempt from stereotyped notions and judgmental attitudes, whether toward one's own or toward different cultural groups and subgroups.

Cultural issues. Most educators agreed that parents, regardless of race or culture, have similar basic concerns related to educating their children about sexuality. These concerns include such issues as what language to use, how to answer questions and how to deal with value conflicts. Educators working with Black parents report that Black parents may be especially concerned about self esteem and body image, negative media messages, the high rates of pregnancy among Black adolescents, myths about Black sexuality, and gender roles. They also report that Black parents overwhelmingly support their children's right to sexual information and rarely support efforts to eliminate family life/sexuality education programs for children.

Hispanics in this country make up many subgroups according to country of origin, length of time in the United States, level of assimilation, and dialect spoken. Still, Hispanic educators report that because many Hispanics in this country are poorly educated, they have a strong need for information about sexuality. The educators stressed the importance of providing basic facts about anatomy, physiology, pregnancy, birth control, and other sexual topics. They also reported that Hispanic families were generally hesitant to discuss sexuality or sexual feelings; when they did, the conversations seemed more likely to occur between persons of the same sex than between men and women. Thus, developing a greater level of comfort when discussing sexuality may be more difficult for Hispanic than for other parent groups.

Participants' socioeconomic status. Several of the minority educators pointed out the added stresses of poverty on Black and Hispanic parents, that for the large number of unemployed, single, low income families with three or more children, the primary concerns are keeping food on the table and a roof over their heads. Otherwise, lower socioeconomic class parents share with other parents the need for information on how to educate their children about sexuality. Many are nervous and uptight about their role as sexuality educators. Some may need more factual information, but it would be incorrect to equate lower socioeconomic status with sexual ignorance.

Educator's racial and ethnic background. The Black educators we interviewed agreed that sensitivity, respect for individuals, competence -- the basic

qualifications of any sex educator -- were of greatest importance. Some said the race of the leader was not a factor. Others reported that it was significant. According to them, Black parents participate more freely from the beginning of the program with a Black leader. Black leaders also have an advantage when the subject of genocide or other culture-specific issues arise. Some Black parents take longer to establish trust in a non-Black leader, so their initial period would be characterized by testing rather than free and open exchange. Many Black people are used to "staying on their toes" with Whites, never fully trusting them; for some, the attitudes of the White leader can exacerbate or relax this tendency. One educator remarked that skepticism toward White leaders is heightened among urban low income parents. Others have stated that since Whites are often given greater authority, low income Black parents may accept a White educator's comments as fact.

Related to trust is the issue of language. Some people have viewed Blacks as inarticulate or nonverbal. Again, with non-Black educators, this may reflect Blacks' hesitancy to reveal themselves in an attempt to maintain control, or less educated Blacks' discomfort using "middle class English." The sexuality educator can demonstrate an acceptance of whatever language Black parents are comfortable using to express themselves. If unfamiliar with words or their use, the educator can establish him/herself as a learner and ask for clarification.

Educators who work with Hispanic parents need to become acquainted with their cultural heritage and be fluent in a compatible Spanish dialect. The Hispanic educators that we interviewed, however, reported that Hispanic parents did not seem resistant to non-Hispanic facilitators; some even seemed more relaxed discussing sexuality with a leader from another background. The Hispanic educators' advantages may come in their comfort addressing the concerns and anxieties of Hispanic parents, and understanding machismo.

We highly recommend that whenever possible, agencies or organizations which provide programs to significant segments of the Black or Hispanic communities (1) have Black or Hispanic professionals (not only aides or outreach workers) on staff; (2) ask representatives from the community to help professionals work effectively with parents; and (3) have resource materials that are relevant to those they service.

Educator's attitudes and stereotypes. Some sexuality educators claim to be "color blind," believing that all parents should be regarded as simply human. Education or counseling from a Black or Hispanic perspective takes culture into consideration and recognizes that minority families have the same basic needs, but that "the frustrations, defeats and conflicts are intensified and faced more frequently because of their color" (Jackson, 1977).

Therefore, educators must examine their own assumptions, stereotypes and prejudices about the Black or Hispanic groups they work with. Training experiences for sexuality educators can be particularly helpful when they (1) include information on cultural characteristics of different ethnic groups; (2) provide an opportunity for educators to explore their attitudes and feelings about those who are culturally different from them; and (3) encourage discussions of intergroup prejudice and discrimination, including unconscious or unintentional forms of prejudice and discrimination.

The following are some common assumptions to watch for:

-- a claim to have no racial prejudice

- failure to distinguish between the experiences of lower socioeconomic Whites
- depreciating attitudes toward people who are poor
- a belief that people who use nonstandard English are unintelligent
- notions that Blacks or Hispanics play more than they work, destroy property, etc.
- the belief that all Blacks or all Hispanics are alike
- the belief that commonly used practical teaching approaches do not apply to programs with minority parents
- a view that Blacks or Hispanics would be unable to respond to challenging learning experiences

Recruitment issues. Whether or not to group Black parents homogeneously or mix them with parents of other cultural backgrounds depends in part on the goals of the program. In our experience, homogeneous groups of Black parents become cohesive more quickly and are more likely to discuss issues specific to their experiences as Blacks. Some Black parents feel uncomfortable and less free to share in heterogeneous groups, particularly when they are a minority in the group. Thus, if Black parents request a homogeneous group, this should be respected if possible.

Heterogeneous groups give parents from diverse backgrounds an opportunity to develop relationships and become more accepting of one another. Parents in such groups are often surprised to discover that they have similar concerns and feelings about discussing sexuality with their children.

A variety of other factors affect recruitment decisions with Hispanic parents -- language, cultural inhibitions about discussing sexuality, and the great need for factual information. A community person who already has a relationship with the parents is usually the most effective recruiter and organizer for a program. During the first session, the facilitator should spend substantial time establishing rapport. Jumping into serious discussions about sexuality topics may seem inappropriate or discourteous to Hispanic parents.

The educators in our project arranged babysitting services so that mothers could bring their young children with them to the program. Others arrange simultaneous programs for children and parents. For many Hispanics, food and drink are an integral part of group interactions and may be an essential component to include in a parent education program.

Some Hispanic parents have requested separate groups for men and women. We recommend respecting such requests which arise out of cultural traditions and beliefs, even though they may differ from the educator's beliefs or views.

Teaching approaches. Some authors report that many Black and Hispanic people are sensitive about psychoanalytic theory (Jackson, 1977; Vasquez, 1979). Mentioning Freud or discussing abstract theories and unconscious processes may trigger resistance and interfere with learning. In our experience working with Black and Hispanic parents, we found those efforts most helpful which focused on building skills for effective communication and problem solving about issues they were currently facing. We recommend that sexuality educators consciously model appropriate skills and choose action-oriented techniques both to explore attitudes and to give information about sexuality.

One educator advised us that because "Hispanics are very shy and, in most cases, have never discussed sexuality openly," nonverbal communication can become especially significant. She always watches parents closely to pick up on eye

contact and body language.

Sexuality educators could also experiment with ways to validate group ethnicity and cohesion. Ruiz (1975) developed seven structured group experiences. One, "Una Palabra (a word)," enables group members to express feelings associated with speaking Spanish, a foreign language to other Americans. "Reclaim Your Nombre (name)" offers participants an opportunity to state their real names with correct pronunciation, with the goal of increasing acceptance of self, identity, and ethnicity.

In this section we have drawn from our specific experiences leading programs with White, Black and Hispanic parents of different aged children. Our other personal and professional experiences with Jewish and Catholic parents, with parents of deaf children, and with parents of physically and mentally handicapped children suggest similar themes. In designing any course, the educator must become acquainted (1) with the special needs, cultural issues, and life tasks facing the parent group and (2) with any preconceptions, stereotypes, and positive or negative judgments the educator harbors, whether consciously or unconsciously.

We do not recommend that educators restrict themselves only to groups like themselves. We do recommend that educators become knowledgeable -- through reading, talking with other professionals, talking with parents themselves, and participating in relevant training -- about the groups they hope to work with.

Sample Course Outline A

Three 4-hour sessions with parents of adolescents. The following outline was used with parents of adolescents in a rural Southern community. Three sessions were held from 4:30 to 8:30 PM.

Session I:

Welcome and Introductions (I.1)
Adolescent Pregnancy and Prevention (adapted) (II.8)
Film: "Woman-Child" (II.8)
Framework for Communication in Sexuality (I.8)
Adolescent's World (III.10)
Journey (I.9)
Lifetime Influences (I.17)
Ranking Feelings (adapted) (I.10)
Letter from College (IV.1)

Session II:

Listening (V.3)
Situations (adapted) (III.8)
Values List (adapted) (IV.3)
Adolescent Development (II.6)
Film: "Am I Normal?" (II.11)
Touching Continuum (V.11)
The Nurse's Dilemma (IV.11)
Sex (Gender) Roles (adapted) (V.13)
Gender Role Assessment (IV.15)

Session III:

Review: Reproductive Anatomy and Physiology - not in curriculum
Birth Control Lecture - not in curriculum
Using Resources: Sexual Information (adapted) (II.9)
Who's Responsible? (IV.17)
Film: "What's To Understand?" (IV.19)
Voting on Values (IV.5)
Commonly Asked Questions (adapted to use more detailed role play situations) (V.13)
Summary and Closure (V.24)

Sample Course Outline B

Six 2-hour sessions with parents of young children aged 3-6. The following outline was used with parents of young children in Washington, D.C. The course was held on six consecutive Wednesdays from 6-8 PM.

Session I:

Introduction (I.1)
Warm Up Activity: Interview (I.2)
Sex Vs. Sexuality (I.7)
Framework for Communication in Sexuality (I.8)
Break
Journey (I.9)
Homework: Lifetime Influences (I.17)

Session II:

Discussion of Homework
Sexual Development Through Childhood (II.1)
Film: "Child Development" (II.7)
Break
Using Resources: Sexual Information (II.9)
Film: "Then One Year" (II.11)

Session III:

Short Story (III.3)
SIAHAN (III.11)
Bill of Rights (III.4)
Break
Film: "A Family Talks About Sex" (III.5)

Session IV:

Values List (IV.3)
Voting on Values (IV.5)
Break
Values Checklist (IV.9)

Session V:

Introduction (V.1)
How Well Do You Listen? (V.2)
Communication (V.4)
Break
Beginning Conversations About Sex (V.14)

Session VI:

Guidelines (V.12)
Terminology (V.17)
Break
Commonly Asked Questions (V.13)
Summary and Closure (V.24)

Sample Course Outline C

Weekend retreat with parents of children aged 7-12. The following outline was used with Catholic parents. The first session was held on Friday from 7-10:30 PM. The second session was held all day Saturday from 9-9.

Session I:

Arrival and Registration

Introduction (I.1)

Sex Vs. Sexuality (I.7)

Why Sex Education for Children? (not in curriculum)

Myths and Attitudes about Sexuality (not in curriculum)

Break

Film: "Self U and Your Image" (not in curriculum)

Expectations (I.3)

Evening Prayer (not in curriculum)

Session II:

Filmstrip: "How Do I Know If I'm Really in Love?" (not in curriculum)

Sexual Development Through Childhood (II.1)

Film: "Human Growth III" (II.11)

Break

Using Resources: Sexual Information (II.9)

Reflective Listening (V.7)

Terminology (V.17)

Lunch

Film: "A Family Talks About Sex" (III.5)

Commonly Asked Questions (V.13)

Break

Growing Up Moral: Catholic Perspectives on Sexuality (not in curriculum)

Prayer

Dinner

Situations (III.8)

Role play (not in curriculum)

Summary and Closure (V.24)

Evaluation

Evening Prayer

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Chapter Four

RECRUITING PARTICIPANTS AND MAINTAINING ATTENDANCE

Many experienced educators, believing that it is nearly impossible to successfully recruit parents who will faithfully attend a multisession course, shy away from initiating parent programs. Their belief, then, has been a major stumbling block to offering such courses.

We can say now, after our experiences offering parent courses and after observing other such programs all over the country, that recruiting parents is difficult but definitely possible. So is offering a program that parents will attend -- difficult but definitely possible. Both require careful attention, persistence, flexibility, and time. This chapter summarizes our recommendations and guidelines for doing both.

Recruitment

We have already addressed important features of recruitment under other names. To recruit participants for a parent program, one must:

- Become established in the community and within an organization as a program provider or educator, as discussed in Chapter One;
- Become a facilitator who is known to believe in parents' potential as sexuality educators, be knowledgeable about parenting and sexuality issues, be a skillful group leader, and so on, as discussed in Chapter Two; and
- Be able to assess the needs of the target group and to design course structure, content, and style accordingly, as discussed in Chapter Three.

In addition, the educator must diligently search for ways to personally connect with participants, to offer an attractive program, to develop parents' interest and commitment to the course -- in short, to build in success.

Connecting with potential participants. Few parents respond to impersonal television or newspaper advertisements of a course; those who do are likely to live in different parts of town, making it impossible to find a mutually convenient meeting place. Instead, program providers should use their own personal contacts with parents, enlist the help of others who know parents, and if necessary, develop additional personal contacts.

Recruitment is easiest for those who offer their program to an established group (e.g., a church or a day care center). Participants know each other, have an ongoing relationship and something in common. The course can begin with some level of trust.

Similarly, offering programs through children -- whether through their school or clubs -- enhances success. Many of the parents will already know and respect the teacher. The children serve as recruiters.

We recommend recruiting a fairly homogeneous group of parents, at least according to ages of parents' children. A parent of an infant may find the issues discussed in a parent adolescent course interesting, but hardly relevant. Religion, racial, ethnic or cultural backgrounds, education and socioeconomic status may also be factors, depending on the goals of the course and how diverse parents' needs are. (See Chapter Three for more details.)

Regardless of who recruits which parents in what setting, the instructor should establish personal contact with anyone who expresses interest. Most parents are reluctant to register for any course of such a personal nature without knowing something about the instructor(s). When the instructor meets or telephones prospective participants, s/he can communicate both warmth and expertise and, at the same time, respond to the parents' questions or concerns.

Offering an attractive program. Because parents attend courses voluntarily, they will be satisfied only if they get what they want. Thus, the format of a course should be tailored to meet the groups' needs. An educator could:

- Look at other successful educational programs in the community to see what format they used;
- Discuss format with parents, to see which days of the week, what length of session they would prefer;
- Consider when other community activities meet which may conflict with the course.

The content, too, should be tailored to the particular group:

- What is the group's educational level? Will the parents need, or be bored by, information about reproduction?
- What is the group's style? Would parents prefer lighter, active activities, or more traditional methods, such as films, lectures and discussions?

Similarly, participants' personal needs should be considered:

- Will the participants come directly from work, delaying their dinner hours? Attractive snacks may make the difference in being able to participate productively.
- Will the course meet at a time (e.g. during a high school sports event) when regular babysitters are unavailable? Providing child care may be an essential factor in parents' ability to sign on.

Recruiting simply takes time -- time for the educator, time for parents to adjust their schedules, time to contact people, time to coordinate efforts. Whatever approach is used inevitably takes more effort than many sexuality educators expect.

Developing parent interest and commitment.

- An orientation or teaser session can provide tangible evidence that a course will be useful. Such a session can be separate or attached to another meeting. One program provider, for example, obtained time at the end of a nursery school business meeting to discuss the sexuality of young children. After the meeting, parents requested further opportunities for discussion.
- Providing a clear description of the course and an evaluation component will help parents become prepared for the initial demands of the course.
- Making it clear that the educator both believes in parents' ability to be effective sexuality educators of their children, and respects parents' attitudes and feelings, will relieve parents' concerns that they will be preached to, or be pressured to change. They must experience the educator as a helper and an advocate.
- Research suggests that if participants pay a fee, they feel more committed to a program (Festinger, 1957). Program providers can establish a fee that communicates value, but is not prohibitively high.

Building in success. A high school teacher who conducts a required course can fill a classroom every term, no matter how mediocre his/her teaching. A sexuality educator who wishes to work with parents has no such advantage. S/he must be skilled and enthusiastic.

At the same time, whether recruitment is successful depends in part on how one defines success.

- An educator can avoid becoming demoralized if s/he sets modest goals.
- Even with modest expectations, it helps to recruit a few more people than seems necessary, so that if some drop out at the last minute or are unavoidably absent, the class will still be large enough to function effectively.

Having a longer term perspective also influences the definition of success. When starting out, it helps to remember that if after the extraordinary time and effort put into recruiting and conducting a course for a small group of parents, the parents themselves are satisfied, they will become some of the most effective recruiters for future courses.

Maintaining Attendance

A course dealing with sexuality is greatly enhanced by consistent attendance. The more cohesive a group is, the more members can share openly, the more they are likely to learn.

Yet, for a variety of reasons, few courses on any subject attain perfect attendance. Participants or their children may become ill, be called out of town, or develop an unexpected crisis at home or at work. Some of the reasons parents miss sessions could be prevented, others could not. Thus, a teacher can hope not to

overcome absenteeism, but to minimize it. We suggest here some concrete guidelines to minimize absenteeism.

Things to do before and during a course.

- A parent coordinator can be responsible for checking on absences and urging participants to attend all sessions. The parent coordinator may be more effective if paid even a token salary which acknowledges the responsibility.
- Reminder calls, whether made by the teacher or a class assistant, give parents the message that their attendance is important, and may encourage them not to let a minor reason make them absent.
- Offering a program to a pre-established group builds in some degree of peer pressure to attend all sessions. Participants are unlikely to feel anonymous, that their absence would go unnoticed.
- Continuing to ensure that the course content is meeting parents' needs may prevent parents from dropping out from dissatisfaction. Some educators shift responsibility for deciding on future activities and topics to the parents. Then, the whole group, rather than just the facilitator, becomes responsible for successes and failures.
- Tailoring the course structure to the real needs of participants can diminish absenteeism. The fewer and longer the sessions, the less likely participants will be absent. If parents agree to come to a retreat, for example, they are highly likely to remain for the whole program. For other parents with busy schedules, however, it may be better to have more short sessions so that attendance never becomes a tremendous burden.
- Verbally explaining the importance of consistent attendance helps. Some teachers go further and ask parents to sign an agreement that they will attend all sessions to the best of their ability. The importance of consistent attendance can be written into the agreement.
- Other incentives can be provided, such as certificates or course credits.

Things to do during each session.

- Attractive food, available babysitting, and a comfortable atmosphere all invite participants to return.
- Involving participants encourages attendance. They can volunteer to bring in snacks. They can be given small group assignments which carry over to the next session.
- Validating participants' feelings helps them feel good about their course experience. No one likes to return to a situation where s/he feels criticized or ignored.

- Getting to know the parents better during breaks gives the educator an opportunity to address individual concerns and problems. A more personal relationship increases parents' sense of obligation to the teacher. The opportunity to discuss unique concerns (which may have influenced them to enroll) enhances their overall satisfaction with the course.

Sometimes group problems arise which, if left unattended, can seriously interfere with group cohesiveness and learning. For example, the parents who arrive on time increasingly resent those who consistently arrive late. Upon discussion, it may become clear that some members' work schedules genuinely interfere with their punctuality and that rescheduling the course to start 15 minutes later would relieve the problem.

At times, the teacher senses tension, but cannot identify its source. At such times, it helps to ask participants to express their feelings anonymously on index cards. After reading the cards, the teacher can often find some way to address the issue and ask the group to brainstorm solutions.

How a session ends is extremely important; participants remember best how they felt at the end of the class. Whether these feelings are positive or negative influences how eager they will be to return.

- Rather than experimenting with a new and possibly difficult activity, the educator can choose an exercise, film, or discussion known to be invigorating. Many participants who leave a session still in the midst of an active discussion will linger afterwards to continue it on their own. Such an experience invariably motivates parents to return for more.
- With less active groups, the teacher could end the class with an interesting or funny anecdote.

The checklists which follow summarize our recommendations for recruiting and maintaining attendance.

Checklist for Recruitment

- _____ Start out with enthusiasm
- _____ Plan enough time
- _____ Offer your program to an already established group, through children if possible
- _____ Tailor recruitment efforts to the style of the target population
- _____ Set modest goals, then recruit a few extra parents
- _____ Use or develop your own and others' personal contacts with parents
- _____ Ask satisfied course participants to recruit their friends for future courses
- _____ Recruit a fairly homogeneous group, especially by age of children

_____ Meet at convenient places and times

_____ Hold an orientation or teaser session

_____ Clearly describe both the course and any evaluation

_____ Consider charging a reasonable fee

_____ Communicate your belief in parents' ability, and your respect for
parents' feelings and values

_____ Take care of participants

Checklist for Maintaining Attendance

_____ Employ to advantage the built in peer expectations of pre-
established groups

_____ Enlist a parent coordinator

_____ Make or have assistant make reminder calls

_____ Tailor the contents to meet group needs

_____ Tailor the course structure to facilitate consistent attendance

_____ Consider built in incentives (contract, fee, certificate or credit
for completing course)

_____ Take care of participants

_____ Involve each participant

_____ Validate parents' feelings; avoid criticizing

_____ Use breaks to get better acquainted and address special concerns

_____ Address group problems or tension

_____ End each session on a high note

Chapter Five

EVALUATING THE COURSE

Providers of sex education courses are beginning to recognize the importance of being accountable for their programs. It is no longer sufficient to provide anecdotal information to support continuing programs funded by the government or community groups. Educators would like to say, "My course does _____." Parents want an answer to the question, "What can I get out of the course?" Certainly, both parents and educators would like to know what impact a parent course can have.

Yet the educator who has recruited parents successfully is eager to begin his/her course, to demonstrate to parents its relevance to them. Parents' participation may seem tenuous. No educator wants to turn parents off by greeting them with the apparently unpleasant, time consuming, and unrewarding task of filling out questionnaires. No wonder educators loathe the evaluation process; no wonder their wish to satisfy and please parents so often outweighs their desire for good data about the impact of a course.

It is with this dilemma in mind that we have written this brief chapter. The chapter does not include information about designing, administering, and analyzing a thorough, comprehensive, and ambitious evaluation. It does include our recommendations for how to evaluate the impact of programs helping parents in their role as sexuality educators of their children, using our curricula.

Evaluation Discussions

An evaluation period can be integrated into the time set aside for closure. To use a discussion for evaluation, the teacher must be able to avoid becoming defensive, to listen carefully to participants' comments, and to elicit reactions from all participants, not only the more active, assertive ones. Some teachers choose instead to ask a co-worker or the leader of the parent group to lead the evaluation discussion. A large group may be divided into smaller groups, each with a reporter.

Self-Report Posttests

A simple posttest survey instrument can provide participants' views about the ways the program affected or influenced them. We recommend:

- Administering a survey at least a month after the program ends so that participants have had time to practice their newly acquired skills and to reflect on their values.

- Supplying a stamped, self-addressed envelope for participants to return questionnaires.

Pre/Posttest Questionnaires

The first two methods can provide 1) valuable information about parents' perceptions of the program and its effect on them, and 2) their suggestions for improvement. Discussions and surveys require little commitment or advance preparation.

To assess statistically significant change, on the other hand, requires a more rigorous approach to evaluation, great commitment, and fully informed parents. We consider the following steps critical for a valid, useful evaluation using pre/posttest instruments.

Establish personal commitment. Before conducting an evaluation, the teacher must seriously think through her/his commitment to exerting the effort required for success. Evaluation is no trivial task. A teacher runs the risk of negative results. Participants must be careful and attentive while completing questionnaires. Someone must analyze the data who has some statistical expertise.

We have found that if a teacher agrees to have his/her course evaluated but is not thoroughly committed to the evaluation, some participants will not complete questionnaires, and others will complete the questionnaires hastily, without much thought. The potential for poor results is high if the teacher or sponsor feels ambivalent about or objects to the evaluation. Valid empirical data can provide good evidence for the success of a program. Invalid data based upon poor methods or inadequate participation can be harmful.

Identify goals and outcomes. A teacher needs to identify the goals and outcomes intended for the program. Establishing this will help a teacher design the course, set realistic expectations and select appropriate evaluation procedures. Of course, the goals of the program must be sufficiently modest. Program providers are unlikely to have the resources to measure whether their programs reduced unwanted pregnancies and sexually transmitted disease among participants' children. They could, however, collect self-report data to ascertain whether a course increases family discussions about sexuality. Identifying goals and outcomes also has direct implications for measures used to evaluate a program.

Select evaluation procedures. A number of approaches can realistically be employed to evaluate a program: (1) questionnaires that directly ask participants what effect the course had on them; (2) questionnaires that ask participants how satisfied they were with the course; (3) pre/posttest questionnaires that assess actual changes; and (4) structured and unstructured interviews of participants. Other methods such as videotaping family interaction are probably too complex to be carried out by one program provider.

Mathtech has developed questionnaires for parents and adolescents, some of which could also be used for structured interviews. The instruments we developed for this project assess knowledge, values important in educating children about sexuality, communication skills, participants' perception of impact on their own knowledge, values and communication skills, and participants' general evaluation of the course. (See Appendix D.)

Modify instruments and procedures. We recommend starting with developed questionnaires (Appendix D) and reviewing them to insure that they reflect the goals and desired outcomes of the course. If they do not, they should be modified. For example, if a teacher does not plan to discuss contraception during a course for parents of young children, s/he could delete questions addressing contraception. Or if a teacher plans to develop communication skills, but does not plan to teach the structured P.E.T. method (reflective listening and "I-Messages"), s/he would delete questions related to those specific behaviors. Questionnaires may also need to be slightly modified if the language is not appropriate for the specific parent group, or if some questions are too sensitive for a particular community.

If a teacher plans to modify questionnaires significantly, or create new instruments, we recommend (1) that an expert in questionnaire design review them, (2) that new instruments be extensively pretested, and (3) that a small group of parents or professionals review them for items that might be considered too explicit or controversial. For detailed information about how to construct and use questionnaires to evaluate sex education programs, see the reference section at the conclusion of this chapter.

Fully inform participants. Some teachers, uncomfortable about asking adult participants to take the time and effort necessary to complete questionnaires, downplay the evaluation. We have found, however, that if participants are surprised by the evaluation, they are less likely to cooperate. Participants need to be informed fully of all the details of evaluation as early as possible. They need to know --

1. The extent of the evaluation (e.g., number of questionnaires);
2. The content of questionnaires (e.g., values about sex education, knowledge about contraception, behavior in communication);
3. The need for other people (e.g., adolescents) to respond; and
4. The use of the evaluation results (e.g., for a state funded research project or for internal use only)

Such advance groundwork should greatly reduce strong adverse reactions and resistance.

Stress the importance of evaluation. The teacher should be prepared to explain the importance of the evaluation: (1) the utility of pre-course information, such as assessing the current knowledge of parents, and (2) the value of a pre/posttest evaluation to document the impact of the course. At this point, a successful evaluation is contingent on the teacher's ability to convince parents of its importance.

Administer questionnaires. We have administered questionnaires in a few different ways. Participants have completed questionnaires at home after registering for the course, but before the course begins, and again after the course is completed. The participants either bring the questionnaires to class or mail them to the teacher or evaluator. Some program providers find this method unreliable, and prefer to use class time to administer questionnaires, one at the beginning of the first session, the second at the end of the last session. Others say this method ruins the introductory and conclusion atmosphere, and schedule orientation and summary sessions where they can administer questionnaires.

Analyze data. For most program providers with limited statistical and evaluation experience, we recommend hiring an outside consultant to assist with analyzing the data. It is not necessary to use elaborate procedures. We have calculated mean scores for course evaluations and for questionnaires administered after a course, and t-tests for pre/posttest data. To compare pre/posttest data, it is important to analyze scores of only those participants who submitted both pretests and posttests (matched pairs).

Finally, we cannot overemphasize the importance of evaluation. All teachers -- even the most experienced -- need some kind of feedback to update and modify their courses to reach their full potential. In addition, providers usually need money to offer a parent sex education course. Empirical data is important evidence to convince potential funders to invest in a program.

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Chapter Six

ALTERNATIVES TO MULTISESSION COURSES

What about those parents who cannot or will not attend a multisession course? What about the educators who lack resources to conduct such programs? Of course, parents can be helped in many other ways to become effective sexuality educators of their children.

Reading Lists

Hundreds of books are available:

- Books which offer general information about sexuality, childhood sexual development, and family communication;
- Books which answer questions and suggest ways for parents to educate their children about sexuality;
- Books written for parents of children from infancy through adolescence and for parents of handicapped children;
- Books which reflect a wide range of values.

Mathtech, Inc. has developed a comprehensive annotated guide which can help community leaders, teachers, and parents find resources which are responsive to their unique needs (Alter and Wilson, 1982).

Many pamphlets provide concise factual information, respond to parents' most common concerns, and are available at no or low cost. For example, Sex Education: The Parent's Role (Gordon and Dickman, 1977) encourages parents to take an active role in their child's sexuality education; addresses many of the questions parents ask; and offers what some consider liberal suggestions. Even those parents who disagree with some of the authors' opinions may still find such a pamphlet thought provoking.

News About Child's Program

Many parents simply have not addressed their own role in their children's sexuality education until the children begin a course. Often, they are curious and have many legitimate concerns about what education their children will be receiving (qualifications of the teacher, content and values presented, and so on). Information about their children's instruction can:

- Serve as a catalyst for discussion; and
- Alert parents to areas in which they need to provide additional information or convey their own values.

Pamphlet describing child's program. One program developed a pamphlet describing the public school family life program and called it a handbook for parents (Tatum and Hoover, 1981). It contains information on the background of the junior-senior high school program, the rationale for the courses, and a description and outline of the course content. Each section of the booklet begins with an overview of the course goals and content for a particular quarter; continues with the course outline, interspersed with sample questions which are discussed in the classroom; and concludes with activities that can be conducted in the home. For example, after the description of the first-quarter unit on the "Beginnings of Life," the authors suggest activities to support and enhance the curriculum:

- "Discuss your experience with your child's birth;
- Discuss your religious or ethical values about contraception, genetic research, and abortion; and
- Use the family photograph album to look at similarities or dissimilarities of appearance among family members."

Evening parent sessions. Other programs participate in Back-To-School-Night programs where parents can meet their child's teacher and learn more about what is being taught. Such programs provide an ideal opportunity to assist those parents who are already motivated to participate in their child's education. In addition to providing parents with information about the course, the teacher can provide suggestions for more active parent involvement. For example, the teacher can share the course syllabus and recommend that parents read along with their children; some teachers suggest questions or ideas for initiating parent/child conversations.

Or the teacher may want to hold a special orientation session to review the course more thoroughly, explain each unit and answer parents' questions, and provide specific suggestions for parent involvement during each unit, especially where values are at issue.

Either kind of evening event can be used to assure parents that their child's teacher is competent, responsible, and sensitive to their concerns and that parents and teacher can work together.

Parental signatures. Inevitably, some parents will be unable to attend school events; some will not have the inclination to read. A higher percentage of parents can be reached by requiring students to obtain their parents' signatures on their homework. By getting signatures, a teacher can be assured that parents are informed about their child's program and that they have had an opportunity for parent/child communication.

Homework requiring parent participation. Not all parents will initiate conversations on their own. They may come to meet their child's teacher or sign homework, but still find it difficult to talk with their child. The child may avoid parent/child discussions. Some teachers carefully select activities that depend on parent/child cooperation. They ask students, for example, to interview their

parents about love. (How do they define love? What types of love relationships have they experienced?) Or they may assign a series of factual questions that parents and children must answer together.

Self-teaching workbook. A few workbooks have been developed that can be of continual use for parents who are comfortable with activities. One, Saying Goodbye to: The Birds, the Bees, and ... Telling the Real Story: A Guide for Parents (Abbey-Harris and Todd, 1980) invites the reader to participate in various exercises and quizzes. According to the authors, the purpose of the book is "to help parents define their values about sexual behavior and decide what they want to tell their children." The six-unit workbook provides basic factual information about anatomy; activities that can be conducted at home without the assistance of an instructor; lists of popularly-held myths; and a glossary of common sex-related terms. While this resource is designed for parents of adolescents, much of the information and many of the exercises are appropriate and useful for parents of younger children as well.

One-Evening Presentation or Workshop

Many parents who will not commit themselves to a multisession course would be interested in a one-session program, either an evening of presentations to a large group of parents, or a workshop for a group of up to 30 participants. The goals of such events would be similar:

- raising parents' awareness of their role in sexuality education of children;
- addressing particular family concerns;
- generating interest in a multisession course;
- providing encouragement to parents;
- providing access to resources;
- passing out pamphlets, reading lists, etc.

Discussion

By this time, we have come full circle, for many of the suggestions in this chapter could also be considered ways to develop community support for multisession courses, as discussed in Chapter One. This illustrates the close interrelationships among initial development activities, training considerations, issues in designing a course and implementing the curricula, recruiting participants and maintaining attendance, and evaluating the impact of a program. Once a program is underway, its evaluation component becomes a significant part of continuing efforts to build community support. How educators recruit for courses influences their success in maintaining attendance. Participants' satisfaction, in turn, influences future recruitment efforts and community support.

Our experience clearly indicates that a teacher who has the characteristics and skills identified in Chapter Two, plus energy, time and funding, can successfully implement courses designed to help parents become effective sexuality educators of their children. With careful planning and attention to detail, it is possible to work with any group of parents

- whether rich or poor;
- whether urban, suburban or rural;
- whatever their cultural, ethnic or religious background; and
- whatever the ages or stages of their children.

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Chapter 7

SUMMARY AND RECOMMENDATIONS

In this volume we have reported significant findings for the field of parent sexuality education. When we began this project in 1979, people in every part of the country were just beginning to define their goals and to outline realistic steps to accomplish those goals. Many reported what we ultimately found were misconceptions both about programs and about parents' interests and concerns. The Project for Human Sexual Development and the Institute for Family Research and Education had provided much-needed baseline data, but other important findings were not yet generally available.

One of the tasks of this project was to design, implement, and evaluate the impact of programs to help parents in their role as sexuality educators of their children. Results of that endeavor are reported in Volume I.

This volume has reported the major findings of our other important task: to integrate previous findings and to explore areas that had received little attention.

First, we recognized a need for an overall conceptual framework describing the features, outcomes, and goals of such courses. These we have summarized as a flow chart in Figure 1.

Second, we recognized that many people who have attempted to offer such programs have had major difficulties with implementation. We looked closely at the successes and failures of others and of our own 18 sites, and developed guidelines for community development, recruitment, and implementation. From this analysis, we emerged with the following recommendations:

- Begin laying a foundation and implementing a course slowly and carefully. Haste may lead to failure.
- Attempt to become part of and assist the development of a network to learn from each other's successes and failures. In particular, look for program providers that share your concerns and goals.
- Employ trained teachers or obtain special training. Such training should address the needs of parents (which are different from children's needs); provide knowledge about and skills to successfully recruit parents, maintain their interest, and address the specific concerns that they bring.
- Provide ample time and energy for recruitment. We recommend using a personal approach and recruiting parents from preestablished groups.

FEATURES

Topics for Discussions and Activities

Parents' own sex education
Child development
Reproductive anatomy & physiology
Sex-related activities
Children's common questions & concerns
Adolescent pregnancy & prevention
Attitudes toward sexual issues
Communication & problem-solving skills

Characteristics of Teacher

Knowledgeable about sexuality
Knowledgeable about child & family development
Comfortable with own sexuality
Enthusiastic
Skilled group facilitator
Nonjudgmental
Respectful of parents
Specially trained to educate parents

Elements of Course Atmosphere

Trust, rapport
Comfort
Confidentiality
Allows for differing values & needs
Interesting

Variety of Resources

Audiovisuals, books & pamphlets
Assignments for homework
Reading list
Course outline

Variety of Learning Opportunities

Lectures
Discussions
Audiovisuals
Brainstorming
Role playing
Other structured activities

Other Characteristics of Program

Referrals for counseling
Convenient time & place
Continued evaluation & development

OUTCOMES

Increased Understanding of Self

Parents' own sex education
Parents' attitudes

Increased Knowledge

Child development
Reproductive anatomy & physiology
Sex-related activities
Adolescent pregnancy & prevention
Sexual terminology

Improved Skills

Communication
Handling sexual issues with children
Problem solving

Broadened Examination of Own Attitudes

Body image
Gender roles
Acceptable sexual behavior at different ages
Adolescent pregnancy & prevention

Reinforced Support of Values

Child has a right to opinions
Child has a right to discuss sex with parents
Child has a right to knowledge
Child should not be punished for feelings
Child has a right to privacy
Both parents should be involved with sex education
Parents have a right to express feelings & attitudes to their children
Parents do not have to be experts
Parents have a right to privacy

Figure 1

Characteristics and Goals of Parent Sexuality Education Programs

INTERMEDIATE GOAL

Increased Competence
Role as sexuality educator
of own children

PRIMARY GOAL

Improved Family Relationships
Decreased Sex-related Problems
Unplanned adolescent pregnancies
Sexually transmitted diseases

- Offer individual courses to fairly homogeneous groups. This both facilitates recruitment and enhances the possibility of meeting parents' needs.
- Be open to offering courses to diverse groups. We have identified no one group that needs parent sexuality education the most or that is impossible to recruit.
- When offering a multisession course, establish clear and realistic goals. A course is too short to accomplish everything.

During the life of this project, we also recognized critical gaps that affect program implementation:

- Very few training organizations offer comprehensive or specialized training for potential parent sexuality educators.
- There is a great paucity of audiovisual materials designed for parent courses. Courses for parents of adolescents frequently rely on films and filmstrips designed for adolescents. Courses for parents of young children and for religious parents found few compatible materials.

Finally, we wish to affirm the need for and the promise of courses designed for parents. Sexual learning is a lifetime process. Children are born as sexual persons, begin learning about their sexuality from the earliest moments, and never stop. Parents have a daily opportunity to influence what children learn about bodies, about sexual behavior, about the differences between males and females, about what is acceptable to discuss and what to keep secret, and so on. To the extent that parents can become knowledgeable, can become clearer about what they value, and can learn ways to teach their children, communicate effectively, and solve problems related to sexuality together -- to that extent can we hope to alleviate future sex-related problems and enhance healthy adult sexual functioning.

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Appendix A

RESOURCES FOR PARENTS OF YOUNG CHILDREN

For Parents

Aho, J.J., & Petras, J. Learning About Sex -- A Guide for Children and Their Parents. New York: Holt, Rinehart and Winston, Inc., 1978, \$3.95.

Intended for parents to read with their children. Topics include puberty, pregnancy, birth, sexually transmitted disease, and birth control. (This is one of the few books which mentions Cesarean births.) The section for parents presents a liberal attitude toward sexuality with an emphasis on feelings and love. Explicit line drawings.

Berenstain, S., & Berenstain, J. How to Teach Your Children About Sex...Without Making a Complete Fool of Yourself. New York: Ballantine Books, Inc., 1979, \$3.50.

A funny, illustrated book depicting the humorous aspects of discussing sexuality with children. Many parents enjoy and identify with this short book.

Bernstein, A. The Flight of the Stork. New York: Dell Publishing Co., Inc., 1980, \$2.50.

Identifies six different stages of children's awareness of procreation. Emphasizes that parents should be aware of the child's level of understanding when discussing the different aspects of pregnancy and birth and that what they say to their child is not necessarily what the child hears and understands. While the content is somewhat technical and focused on research findings, parents who enjoy reading may find this book helpful.

Calderone, M.S., & Johnson, E.W. The Family Book About Sexuality. New York: Harper and Row Publishers, Inc., 1981, \$14.95.

Comprehensive book for parents and older children. Discusses a wide range of topics including sexual development from infancy through adolescence, family relationships, communicating about sexuality, family planning, sex education at school, sexual response, and sexual disability. The authors promote liberal values. Includes a 70-page encyclopedia of terms.

Child Study Association. What to Tell Your Child About Sex (Revised Edition). New York: Jason Aronson, Inc., 1974, \$1.50.

Provides practical answers to questions children of all ages commonly ask and a brief annotated bibliography of books for children and adults. Refers parents to several national organizations for additional help in teaching children about sexuality.

Gochros, J.S. What to Say After You Clear Your Throat: A Parents' Guide to Sex Education. Oahu, HI: Press Pacifica, 1980, \$7.95.

Discusses the art of communicating about sexuality. Provides a great deal of practical information for beginning conversations about sexuality and techniques for handling troublesome home situations. While the author is respectful of a variety of values, the book is basically liberal. Includes a special section on sexuality education of handicapped persons. Full of practical ideas.

Greenberg, S. Right From the Start. Boston, MA: Houghton Mifflin Co., 1979, \$4.95.

A guide to child-rearing offers practical advice on how to raise both male and female children free of limiting sexual stereotypes. Presents new definitions of motherhood and fatherhood, examines the impact of traditional games and toys, and discusses the role of sexuality education in reinforcing stereotypic roles. Written for parents who wish to rear their children in a nonsexist context; other parents may disapprove of this book.

Howell, J.C. Teaching Your Children About Sex. Nashville, TN: Broadman Press, 1973, \$2.95.

Part of the "Sexuality in Christian Living" series. Defines the goals of sexuality education. Reviews Bible references to sexuality to demonstrate that most are positive and may have been misinterpreted in the past. Reviews patterns of human physical, emotional, and moral growth and development; offers practical suggestions for teaching children from birth through adolescence about sexuality; challenges parents to explore their own attitudes about a variety of sexual issues.

Pogrebin, L.C. Growing Up Free: Raising Your Child in the 80's. New York: McGraw-Hill, 1980, \$15.95.

Encourages parents to help their children grow up "free" of sex role constraints and "free" to discover the very best in themselves regardless of their sex. The text is long (548 pages), but full of information which brings together a mixture of anecdotes, theories, and research data. The value orientation is liberal. Written for parents interested in rearing their children in a non-sexist context.

Uslander, A.S., Weiss, C., & Telman, J. Sex Education for Today's Child: A Guide for Modern Parents. New York: Association Press, 1977, \$6.95.

Discusses contemporary issues such as the new sexual freedom and parental nudity. Encourages parents to learn the correct language for sexual anatomy and to become comfortable using these words. Provides model answers to typical sexual questions that children ask about sexuality.

Willke, J., & Willke, B. The Wonder of Sex: How to Teach Children. Cincinnati, OH: Hayes Publishing, 1964, \$1.25.

An easy-to-read book which firmly endorses sex education for children based on the values that children have the right to honest information about sexuality, that all parts of the body are good and holy, that sex should be celebrated in marriage, and that abortion is a sin. Strongly advises that fathers talk only to sons and mothers talk only to daughters about sexuality. Implies that girls assume "full responsibility" for setting limits on dates since even "good" boys will take liberties if sufficiently tempted and permitted to do so by a girl. Contains some helpful information which might be well-received by traditional Christian parents.

For Young Children

Andry, A.C., & Schepp, S. How Babies are Made. New York: Time-Life Books, 1974, \$3.50.

Includes discussions and colorful illustrations of reproduction in plants, animals, and humans. Simply written with clear pictures. Factually accurate and up-to-date. Can be interesting to children who already understand human reproduction.

Arnstein, H.S. Billy and Our New Baby. New York: Human Sciences Press, Inc., 1973, \$8.95.

Designed to be read to a preschool or elementary school student. Billy, the main character, feels jealous of his new baby brother. Billy wants to behave like a baby, but realizes that it's more fun to be a big boy.

DeSchweinitz, K. Growing Up, How We Become Alive, are Born and Grow. New York: Macmillan Publishing Co., Inc., 1974, \$1.50.

A primer on human and animal beginnings, growth and development, designed for beginning readers or for parents to read to their children. Some educators believe that linking animal and human reproduction confuses the young reader.

Edens, D. The Changing Me. Nashville, TN: Broadman Press, 1973, \$4.50.

Part of the "Sexuality in Christian Living" series, recommended for 9-11 year olds. Gives factual information about reproduction, anatomy, intercourse, puberty, and family life. Portrays sex and reproduction as wonderful components of married life. Stresses the importance of love within a variety of families (single parent, extended). Intended for Christian parents who want their children to have the facts about sexuality within a religious framework.

Gordon, S., & Gordon, J. Did the Sun Shine Before You Were Born? Fayetteville, NY: Ed-U-Press, 1977, \$3.50

Intended for parents to read to their preschool or primary school-aged children. Focusing upon family living, the authors answer the classic question, "Where do babies come from?" clearly and concisely. Includes drawings of children and families of different races. Describes different kinds of families and how families grow through the birth of a baby. Explains fertilization, intercourse, pregnancy, and birth in terms that preschoolers can understand. Young children might be confused by the picture of a family tree which is illustrated as a real tree with branches and leaves.

Gordon, S. Girls are Girls and Boys are Boys...So What's the Difference? Fayetteville, NY: Ed-U-Press, 1979, \$3.95.

Encourages boys and girls to be anything that they want to be without the limitations of traditional sex roles. Describes differences that do exist; discusses male and female bodies and how they change at puberty. Although this book could be read to younger children, it is more appropriate for children aged 7-10 who can understand the subtle humor used to explain gender roles. Drawings depict children of all ethnic groups.

Gruenberg, S. The Wonderful Story of How You Were Born. New York: Doubleday, Inc., 1973, \$1.49.

Describes how life begins and how a baby develops from the union of an egg and a sperm. Compares a variety of parents (animals and humans) and describes the growth and maturation of humans. Children aged 5 and younger might be confused by the sequence of explanations (fertilization is discussed after sections on pregnancy and birth). Many of the descriptions are too detailed and too long for young children to comprehend. Somewhat older children should be able to digest most of the information with parental assistance.

Harty, R., & Harty, A. Made to Grow. Nashville, TN: Broadman Press, 1973, \$4.50.

Part of the "Sexuality in Christian Living" series, written for 6-8 year olds. Provides information about reproduction, pregnancy, and family life within a religious framework. Although some facts are only hinted at, the book provides a good introduction to sexuality for children in religious families. Emphasizes the importance and value of all persons regardless of skin color and nationality.

Kaufman, J. How We are Born, How We Grow, How Our Bodies Work...and How We Learn. New York: Golden Press, 1975, \$5.95.

This comprehensive book describes the bodily functions of all the important systems of the body including perspiration, bleeding, crying, yawning, and sneezing. Reproduction is presented as one of many natural functions of the body. This book for children aged 6 to 10 is available at most bookstores.

Levine, M., & Seligman, J. A Baby is Born. New York: Golden Press, 1978, (Revised Edition), \$3.95.

Gives information about animal and human reproduction in a simple manner. Explains basic information about reproduction, how multiple births occur, the importance of breastfeeding, and how babies grow and develop. Drawings of families of many races add to the appeal of this book. Intended for young children.

Mayle, P. Where Did I Come From? New Jersey: Lyle Stuart Inc., 1973, \$7.95.

Answers the question, "Where did I come from?" in a humorous style that young children will probably enjoy, but may not understand. Illustrated with chubby human cartoon characters. Explains intercourse, orgasm, pregnancy, and birth. Uses analogies which might be confusing for young children who tend to take things literally. Imaginative, but probably more appropriate for adult readers than for children. Conservative parents may not approve of this light-hearted approach to sex education.

Nilsson, L. How Was I Born? A Photographic Story of Reproduction and Birth for Children. New York: Delacorte Press, 1975, \$7.95.

Uses extraordinary photography of fetal development and warm family scenes to tell the story of reproduction and birth. Designed for parents to read to their children.

Rayner, C. The Body Book. New York: Barron's Educational Series, Inc., 1980, \$6.95.

A well-illustrated book that describes all of the body functions including reproduction in simple and sometimes entertaining terms that appeal to children. Explains how and why a person burps, hiccups, urinates, sneezes, bleeds, etc. Unique in its discussions of different skin colors, feelings, and death. Includes a section on reproduction which explains intercourse, pregnancy, and birth very simply.

Sheffield, M., and Bewley, S. Where Do Babies Come From? New York: Alfred A. Knopf, Inc., 1973, \$3.95.

Offers a clear description of reproduction and birth to the younger child. Illustrations are colorful, but do not always clarify the content.

Stein, S.B. Making Babies. New York: Walker & Co., 1974, \$7.95.

Designed for parents and children to read together. Provides a large print text for children and a text for parents which offers more detailed background information. Tells the story of a Black family that is expecting a new baby. Intended for children as young as 2 years old.

Appendix B

RESOURCES FOR PARENTS OF PUBERTY-AGED CHILDREN

For Parents

Aho, J., & Petras, J. Learning About Sex -- A Guide for Children and Their Parents. New York: Holt, Rinehart and Winston, Inc., 1978, \$3.95.

Intended for parents to read with their children. Topics include puberty, pregnancy, birth, sexually transmitted diseases, and birth control. (This is one of the few books which mentions Cesarean section.) The section for parents presents a liberal attitude toward sexuality with an emphasis on feelings and love. Explicit line drawings.

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Pogrebin, L.C. Growing Up Free - Raising Your Child in the 80's. New York: McGraw-Hill, 1980, \$15.95.

Encourages parents to help their children grow up "free" of sex role constraints; "free" to discover the very best in themselves regardless of their sex. The text is long (548 pages), but full of information which brings together a mixture of anecdotes, theories, and research data. The value orientation is liberal.

Selzer, J. When Children Ask About Sex: A Guide for Parents. Boston, MA: Beacon Press, 1974, \$6.95.

Answers questions raised by young people of all ages. Presents actual questions, information about developmental issues that give rise to the questions, and suggested answers. Presents sample discussions between parents and children to show how to promote further family discussion and thus avoid the child's learning information primarily from other, often unreliable, sources.

Uslander, A.S., Weiss, C., & Telman, J. Sex Education for Today's Child: A Guide for Modern Parents. New York: Association Press, 1977, \$6.95.

Discusses contemporary issues such as the new sexual freedom, homosexuality, and parental nudity. Encourages parents to learn the correct language for sexual anatomy and to become comfortable using these words. Provides model answers for typical sexual questions that children ask.

For Puberty-Aged Children

Comfort, A., & Comfort, J. Facts of Love: Living, Loving, and Growing Up. New York: Crown Publishers, Inc., 1979, \$10.00.

Contains a vast amount of information on a wide range of topics related to human sexuality. Encourages self-respect, caring relationships, and sexual responsibility. Although the book is recommended for children aged 11 and older, the authors recognize that the child's reading level is probably the greatest determining factor of this book's appropriateness. Although the book is written from a liberal point of view, the authors show concern for parents with more conservative values and encourage them to use this book as a vehicle for discussions in which they can make their points of view clear. Available in many bookstores and public libraries.

Eagan, A.B. Why Am I So Miserable if These are the Best Years of My Life? New York: Avon Publishing Company, 1979 (Revised Edition), \$2.25.

Sensitively discusses many of the bothersome and embarrassing issues of adolescent girls. Topics include being yourself, relationships with both girls and boys, sexual intercourse, anatomy, menstruation, getting pregnant, birth control, sexually transmitted diseases, relationships with parents, and legal rights of teenagers. Emphasizes the concept of boys as friends. Available in most public libraries and bookstores.

Edens, D. The Changing Me. Nashville, TN: Broadman Press, 1973, \$4.50.

Part of the "Sexuality in Christian Living" series recommended for 9-11 year olds. Gives factual information about reproduction, anatomy, intercourse, puberty, masturbation, and family life. Portrays sex and reproduction as wonderful components of married life. Stresses the importance of love within a variety of families (single parent, extended). Intended for Christian parents who want their children to have the facts about sexuality within a religious framework.

Gardner-Loulan, J., Lopez, B., & Quackenbush, M. Period. San Francisco, CA: New Glide Publications, Inc., 1980, \$5.00.

A unique book which addresses the concerns that most young women have about menstruating and other topics such as hair and weight. Down-to-earth, readable style that is warm and appealing. Encourages readers to recognize that individual differences related to menstruation and development are natural and normal.

Gordon, S. Facts About Sex for Today's Youth (New Edition). Fayetteville, NY: Ed-U-Press, 1979, \$3.50.

Provides an overview of sexuality for teenagers. Briefly discusses reproduction, love, premarital sex, male and female anatomy, sex differences, and other topics. Clear and factual drawings and graphics. Expresses belief that it is not a good idea for teenagers to have sex and risk pregnancy, venereal disease, and emotional harm.

Johnson, E. Love and Sex in Plain Language. New York: Bantam Books, Inc., 1977, \$1.95.

Discusses reproduction, heredity, fetal development, birth, sex differences, sexual intercourse, birth control, venereal disease, dating, and love in a language that is easily understood by most teenagers. Available in most public libraries.

Johnson, E.W. Sex: Telling it Straight. Philadelphia, PA: Lippincott and Crowell, 1979, \$7.95.

Provides a simple but honest treatment of those topics in human sexuality of greatest concern to adolescents. Written for teenagers with below-average reading ability. Presents positive liberal views on sexuality. Available in most public libraries.

Mayle, P. What's Happening to Me? New Jersey: Lyle Stuart, Inc., 1975, \$7.95.

Tells the story of puberty with humorous illustrations. Emphasizes individual differences -- ages for reaching puberty, breast size, and penis size. Presents information about such topics as erections, wet dreams, and menstruation in an open and liberal manner. Usually well received by pre- and early adolescents. It is available in most book stores.

Simmons, P., & Crawford, K. Growing Up With Sex. Nashville, TN: Broadman Press, 1973, \$4.50.

Part of the "Sexuality in Christian Living" series, designed for junior high school children. Offers a considerable amount of information about many topics including abortion, sexual fantasies, homosexuality, rape, and incest. Encourages young people to say "no" to sex before marriage but acknowledges that sexual feelings are natural. The authors, who consider homosexuality a perversion, nevertheless dispel some of the common myths many teenagers believe about this lifestyle. Written for teenagers from traditional Christian families.

Appendix C

RESOURCES FOR PARENTS OF TEENAGERS

For Parents

Abbey-Harris, N., & Todd, K.R. Saying Goodbye to: The Birds, the Bees, and ... Telling the Real Story: A Guide for Parents. Santa Cruz, CA: Planned Parenthood of Santa Cruz County, 1980, \$12.

Attempts to help parents remember their own adolescence -- their feelings, desires, hopes, and problems in relationships and in sexual decision making. Requires the reader to participate in various exercises and quizzes. Urges parents to sex educate and communicate with their children. Exposes today's parents to the current range of lifestyles and sexual styles. Includes basic information on anatomy and a glossary.

Child Study Association. What to Tell Your Child About Sex (Revised edition). New York: Jason Aronson, Inc., 1974, \$17.50.

Provides practical answers to questions children of all ages commonly ask and an annotated bibliography of books for children and adults. Refers parents to several national organizations for additional help in teaching children about sexuality.

Gochros, J.S. What to Say After You Clear Your Throat: A Parents' Guide to Sex Education. Oahu, HI: Press Pacifica, 1980.

Discusses the art of communicating about sexuality. Provides a great deal of practical information such as strategies for beginning conversations about sexuality and techniques for handling troublesome home situations. While the author is respectful of a variety of values, the book is basically liberal. Includes a special section on sexuality education of handicapped people.

Lewis, H.R., & Lewis, M.E. The Parent's Guide to Teenage Sex and Pregnancy. New York: St. Martin's Press, Inc., 1980, \$15.95.

Focuses on three related topics: 1) issues related to adolescent sexual activity, 2) prevention of adolescent sexual problems, and 3) resolving problems that might occur. Acknowledges conservative parental values. Describes what researchers are learning about adolescent sexual behavior. Implies that sexual activity prior to the college years is premature. The book is quite lengthy and filled with statistics concerning adolescent sexuality and pregnancy. Parents who are not put off by the textbook format may appreciate the practical suggestions for initiating discussions about sexuality and handling problems that do occur.

Oettinger, K.B. Not My Daughter -- Facing Up to Adolescent Pregnancy. Englewood Cliffs, NJ: Prentice-Hall, 1979, \$8.95.

In a conversational style, the author encourages parents to discuss sexuality with their children when they are young in order to avoid later problems such as adolescent pregnancy. Advises parents to form discussion groups and to attend educational programs. Addresses the role of male teenagers in adolescent pregnancy as well as the legal aspects of the issue. Pleads with parents to acknowledge their roles as sexuality educators of their children and in so doing to recognize the pervasiveness of the problem of adolescent pregnancy. Provides a resource list. Easy to read.

Rice, F.P. Morality and Youth: A Guide for Christian Parents. Philadelphia, PA: Westminster Press, 1980, \$9.95.

A strongly religious guide written to help parents understand how Christian character and morals are formed. Discusses various methods for teaching about morality. Examines the roles of the family, peer groups, TV, movies, schools, and church in this process. Discusses ethical decision-making in choosing a career, marriage and family values, sexual attitudes and behaviors, drug abuse, and juvenile crime and delinquency. Some liberal Christian parents find this book helpful.

Selzer, J. When Children Ask About Sex: A Guide for Parents. Boston, MA: Beacon Press, Inc., 1974, \$6.95.

Answers questions raised by young people of all ages. Provides information about developmental issues that give rise to the questions. Presents sample discussions between parents and children to show how to promote further family discussion and thus avoid the child's learning information primarily from other, often unreliable sources.

Uslander, A.S., Weiss, C., & Telman, J. Sex Education for Today's Child: A Guide for Modern Parents. New York: Follett Publishing Co., 1977, \$6.95.

Discusses contemporary issues such as the new sexual freedom, homosexuality, and parental nudity. Encourages parents to learn the correct language for sexual anatomy and to become comfortable using these words. Provides model answers for typical questions that children ask about sexuality.

Willke, J. C., & Willke, B. H. The Wonder of Sex: How to Teach Children. Cincinnati, OH: Hayes Publishing Co., Inc., 1964, \$1.25.

An easy-to-read book which firmly endorses sexuality education for children based on the values that children have the right to honest information about sexuality, that all parts of the body are good and holy, that sex should be celebrated in marriage, and that abortion is a sin. Strongly advises that fathers talk only to sons and that mothers talk only to daughters about sexuality. Recommends that girls assume full responsibility for setting limits on dates, since even "good" boys will "take liberties if sufficiently tempted and permitted to do so by a girl." Contains some information which might be well-received by traditional Christian parents.

For Teenagers

Bell, R. Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships. New York: Random House, Inc., 1981, \$7.95.

This book confronts teenagers' sexual concerns. Conveys extremely liberal values. While some people might be offended by this approach, many teenagers are eager to have this type of information. They especially like the segments from interviews in which teenagers discuss their experiences, attitudes toward their bodies, relationships, sexuality, relationships with their parents, etc. Includes a chapter on emotional health care.

Calderone, M., & the Editors of Brides Magazine. Questions and Answers About Love and Sex. New York: St. Martin's Press, Inc., 1979, \$8.95.

A reference source for prospective brides. Informal and easily understood. Covers such topics as intimate health care, communication, and birth control.

Hamilton, E. Sex With Love: A Guide for Young People. Boston, MA: Beacon Press, Inc., 1978, \$4.50.

An interesting but controversial approach to sexuality education with teenagers. Expresses belief that in order to have successful and rewarding intercourse, teenagers need to meet certain minimum requirements: physical maturation, birth control training, economic independence, free conscience, and willingness and preparedness to deal with the consequences. Recommends "safe sex" for the majority of adolescents. The book is unique in its emphasis on the human being's basic need for touch. Although the book is loaded with factual information, it contains definite biases that could offend both teenagers and parents.

Hettlinger, R.F. Growing Up with Sex. New York: Seabury Press, Inc., 1971, \$3.95.

Addressed to adolescents. Discusses sexuality as one aspect of the total, maturing person; emphasizes attitudes and feelings rather than the "mechanics" of reproduction and intercourse. Includes appendices and a glossary. Conservative orientation.

Howard, M. Only Human: Teenage Pregnancy and Parenthood. New York: Continuum Publishing Corp., 1975, \$8.95.

Traces the lives of three pregnant teenagers and their partners from the time of conception through the first year of parenthood. Reads like a novel. A variety of backgrounds and circumstances are represented as are important facts related to child development, public assistance guidelines, and bathing and feeding the newborn.

Johnson, E. Love and Sex in Plain Language. New York: Bantam Books, Inc., 1974, \$1.95.

Discusses reproduction, heredity, fetal development, birth, sex differences, sexual intercourse, birth control, sexually transmitted disease, dating, and love in language that is easily understood by most teenagers. Available in most public libraries and bookstores.

Kelly, G.F. Learning About Sex - The Contemporary Guide for Young Adults. New York: Barron's Educational Series, Inc., 1976, \$3.95.

Discusses the many important issues related to human sexuality including communicating about sexuality, relationships, and growing as a sexual person. Includes exercises that the reader can work on alone or in small groups, in and out of the classroom. Requires a fairly high reading level.

Lieberman, E.J., & Peck, E. Sex and Birth Control: A Guide for the Young. New York: Lippincott and Crowell, 1981, \$9.95.

Encourages sensible and responsible use of birth control by focusing upon many sexual dilemmas and needs of the young. Asks readers to explore, discover, and clarify for themselves values and principles by which to live their sexual lives. Also appropriate for parents.

McCoy, K., & Wibbelsman, C. The Teenage Body Book. New York: Pocket Books, Inc., 1978, \$5.95.

A comprehensive and practical guide to understanding the physical and emotional changes of adolescence. Covers anatomy, puberty, sex, parenting, birth control, sexually transmitted diseases, teenagers' concerns about being attractive (cosmetics, ear piercing, excess hair); and their changing feelings (low self-esteem, jealousy, anger, need for privacy, relationships with parents). Every chapter contains many heart-warming, sometimes humorous, sometimes tragic letters from teenagers voicing concerns about a variety of topics. The appendix offers a State-by-State guide to low or no-cost youth services and birth control facilities. While useful, such information is difficult to keep up-to-date.

McKee, L., Kempton, W., & Stiggall, L. An Easy Guide to Loving Carefully for Men and Women. Walnut Creek, CA: Planned Parenthood of Contra Costa, 1980, \$4.95.

This brief but comprehensive book provides teenagers with a wealth of information about anatomy, pregnancy, birth control, venereal disease, breast and pelvic exams, and sterilization. Written for slow learners or poor readers.

Todd, K.R., & Abbey-Harris, N. The Birds, the Bees, and the Real Story. Santa Cruz, CA: Planned Parenthood of Santa Cruz, 1980, \$12.

A unique approach to sexuality education for adolescents which requires the reader to complete fact sheets, exercises, quizzes, and games. Chapters cover self-esteem, relationships, reproduction, anatomy and physiology, birth control, unplanned pregnancy, and sexually transmitted disease. A separate section provides common questions and answers and a glossary. Requires active participation on the part of the reader.

Appendix D

QUESTIONNAIRES FOR PROGRAM EVALUATION

As discussed in Chapter V of this volume, we recommend that the questionnaires be modified so that they accurately represent the objectives of the course. Appendix D includes a sample cover page and revised questionnaires. We recommend that the questionnaires be used in the following manner:

Name of Questionnaire	Appropriate target group	Type of course	When to Administer
Demographic Information	Parents	Parents only Parent/child	Anytime Anytime
Knowledge Questionnaire	Parents Adolescents	Parents only Parent/child	B, A, D B, A, D
Attitude Questionnaire	Parents	Parents only Parent/child	B, A, D B, A, D
Parents' Questionnaire on Family Communication			
Parts I, II, IV	Parents	Parents only	B, A, D
Part III	Parents	Parent/child	B, A, D
Adolescents' Questionnaire on Family Communication			
Parts I, II, IV	Adolescents	Parents only	B, A, D
Part III	Adolescents	Parent/child	B, A, D
Course Evaluation Questionnaire			
Parts I, II, IV	Parents	Parents only	A
Parts I, III, IV	Parents and adolescents	Parent/child	A
Course Impact Questionnaire			
Parts I, II	Parents	Parents only Parent/child	D
Parts Ia, II	Adolescents	Parents only Parent/child	D

Key:

- B = Immediately before course begins
- A = Immediately after course ends
- D = 4-12 months after course ends

SAMPLE COVER PAGE

We would like to know in what ways this program helps and doesn't help participants so that we can continue to make it better. Your answers to this questionnaire will help us improve our program.

We are giving you this questionnaire to evaluate our program, not to test you. Therefore, please do not write your name on the questionnaire. Instead, use a code number by giving the first five numbers of your birthdate. For example, if you were born on January 15, 1940, you would write 01/15/4. This number will help us match questionnaires, but all questionnaires will still be anonymous.

Please try to think carefully about each question and answer them as honestly and accurately as possible. If you cannot answer a question or don't want to answer a question, continue with the next question.

Your answers will be very helpful.

Thank you very much for your cooperation.

Name of Course _____

Teacher's Name _____

First 5 numbers of your birthdate _ _ / _ _ / _

DEMOGRAPHIC INFORMATION

Directions: Please answer a few questions about yourself.

1. What is your sex? (CHECK ONE) _____ male _____ female

2. How old were you at your last birthday? _____

3. What is your racial/ethnic background? (CHECK ONE)

- _____ White, not of Hispanic origin
- _____ Black, not of Hispanic origin
- _____ Hispanic
- _____ American Indian or Alaskan Native
- _____ Asian or Pacific Islander

4. What is your marital status? (CHECK ONE)

- _____ Single (never married)
- _____ Married
- _____ Separated, Divorced, or Widowed

5. What is your living situation? (CHECK ALL THAT APPLY)

- _____ Living alone
- _____ Living with my own children of current marriage
- _____ Living with my own children from previous marriage
- _____ Living with children other than own
- _____ Living with the father or mother of the children
- _____ Living with partner who is not the father or mother of the children
- _____ Living with my own parents or in-laws
- _____ Living with others (Please specify): _____

6. What was your total family income last year? (CHECK ONE)

- | | |
|---------------------------|---------------------------|
| _____ Less than \$5,000 | _____ \$25,001 - \$30,000 |
| _____ \$ 5,001 - \$10,000 | _____ \$30,001 - \$35,000 |
| _____ \$10,001 - \$15,000 | _____ \$35,001 - \$40,000 |
| _____ \$15,001 - \$20,000 | _____ \$40,001 - \$45,000 |
| _____ \$20,001 - \$25,000 | _____ Over \$45,000 |

7. How many grades of school did you finish? (CHECK ONE)

- _____ Less than high school graduation (less than 12th grade)
- _____ High school graduation (12th grade)
- _____ Some college
- _____ College graduation
- _____ Some graduate school
- _____ Graduate school degree (M.A., M.S.W., Ph.D., M.D., etc.)

Demographic Information (continued)

8. What are the ages of your children? _____

9. How often do you attend services at a church or synagogue? (CHECK ONE)

- _____ More than once a week
- _____ Once a week
- _____ Two or three times a month
- _____ Once a month
- _____ A few times a year
- _____ Once a year or less
- _____ Do not attend services

10. What is your religious affiliation? (CHECK ONE)

- _____ Catholic
- _____ Jewish
- _____ Protestant
- _____ Other (please specify): _____
- _____ None

KNOWLEDGE QUESTIONNAIRE

Part I

Directions: Complete each sentence by circling the letter of the one phrase that makes that statement true. If all of the phrases make a statement true, circle the letter for "all of the above." If none of the phrases makes a statement true, circle the letter for "none of the above."

1. When an average boy goes through puberty (the physical change from childhood to adolescence):
 - a. he loses his "baby fat" and becomes slimmer
 - b. his penis becomes larger
 - c. he produces sperm
 - d. his voice becomes lower
 - e. all of the above
2. It is normal for:
 - a. one egg to be released from each ovary each month in mature women
 - b. millions of eggs to be released from one ovary each month in mature women
 - c. testes to produce one sperm for each ejaculation (climax) in mature men
 - d. none of the above
3. Masturbation (self-stimulation) is something:
 - a. many males and many females do
 - b. only males do
 - c. only females do
 - d. only a few males and a few females do
 - e. none of the above
4. The birth control pill:
 - a. can be used by all women
 - b. is a good contraceptive for women who smoke
 - c. usually increases menstrual cramping
 - d. must be taken for 21 consecutive days every month in order to be effective
 - e. all of the above
5. Children who receive accurate sexual information from their parents:
 - a. are more likely to have sex with many partners than their uninformed friends are
 - b. are more likely to use birth control when they become sexually active than their uninformed friends are
 - c. behave sexually no differently than their uninformed friends behave

Knowledge Questionnaire (continued)

6. Boys and girls become able to reproduce as a result of:
 - a. hormonal changes in puberty
 - b. increased sexual activity during adolescence
 - c. emotional changes
 - d. none of the above
7. A man may become temporarily impotent (be unable to get or maintain an erection) due to:
 - a. overuse of drugs and alcohol
 - b. physical fatigue or being overtired
 - c. depression or sadness
 - d. all of the above
 - e. none of the above
8. The diaphragm (a birth control device) should be used:
 - a. without any cream or jelly
 - b. with any cream or jelly
 - c. with spermicidal jelly
 - d. either with or without spermicidal jelly
9. As they enter puberty, some teenagers become interested in sexual activities because:
 - a. their sex hormones are changing
 - b. society encourages sex for teenagers
 - c. some of their friends are having sex and expect them to also
 - d. all of the above
10. Out of 100 girls between the ages of 15 and 19, how many become pregnant each year?
 - a. 1
 - b. 2
 - c. 5
 - d. 10
11. People who have sexual fantasies:
 - a. are usually unhappy with their sex life
 - b. act out most of their fantasies
 - c. have sex with many different partners
 - d. all of the above
 - e. none of the above
12. To use condoms the right way, a person must:
 - a. leave some space at the tip for the ejaculate (come)
 - b. use one every time sexual intercourse occurs
 - c. hold it on the penis while withdrawing from the vagina
 - d. all of the above

Knowledge Questionnaire (continued)

13. If 100 couples have sexual intercourse regularly for 1 year without using any contraception, how many will become pregnant by the end of the year?
- a. 10
 - b. 30
 - c. 60
 - d. 90
14. Physically:
- a. girls usually mature several years earlier than boys do
 - b. boys mature several years earlier than girls do
 - c. all boys and girls are fully mature by age 16
 - d. all boys and girls are fully mature by age 18
15. A woman cannot become pregnant:
- a. the first time she has sexual intercourse
 - b. a few days after sexual intercourse
 - c. if she has sexual intercourse during her menstrual period
 - d. if she has sexual intercourse standing up
 - e. none of the above
16. Who can obtain abortions?
- a. only women over the age of 16
 - b. only women over the age of 16 who have the permission of their parents
 - c. most women, although the law varies from state to state
17. Research suggests that adolescents who learn about contraception are likely to:
- a. begin having sex at the same time or later than their friends who did not learn about contraception
 - b. use contraceptives more effectively when they do begin to have sex
 - c. remember a fair amount of what they learned
 - d. all of the above
18. When an average girl goes through puberty:
- a. her breasts develop
 - b. her hips become larger
 - c. she grows hair under her arms
 - d. all of the above
19. People who learn new information about human sexuality are likely to:
- a. have sex with many different partners
 - b. deny that they have sexual feelings
 - c. think more fully about their sexual attitudes and feelings
 - d. none of the above

Knowledge Questionnaire (continued)

20. The rhythm method or natural family planning (not having intercourse during fertile days of the month):
- a. means couples cannot have intercourse anytime they want
 - b. requires the woman to keep a record of when she has her period
 - c. is effective less than 80% of the time
 - d. is recommended by the Catholic Church
 - e. all of the above
21. Physical feelings during intercourse are increased:
- a. by drinking a lot of alcohol
 - b. by taking a lot of drugs
 - c. by being free of guilt and nervousness
 - d. none of the above
22. The physical changes of puberty:
- a. happen in a month or 2
 - b. happen to different children at different ages
 - c. happen quickly for boys and slowly for girls
23. Having an abortion:
- a. produces feelings of guilt and sadness in some women
 - b. produces feelings of guilt and loss in some men
 - c. can have a profound effect on the couple
 - d. all of the above
 - e. none of the above

Part II

Directions: Please find the correct definition for each word. Write the letter of the definition in the space next to the word.

Words

abortion	_____
abstinence	_____
conception	_____
condom	_____
diaphragm	_____
douche	_____
ejaculation	_____
homosexual	_____
masturbation	_____
menstruation	_____
nocturnal emission	_____
orgasm	_____
sexual intercourse	_____

Definitions

- A. stimulating one's own sex organs to produce sexual excitement
- B. refraining from sexual intercourse
- C. a rubber disc inserted into the vagina and over the cervix before intercourse to prevent sperm from entering the uterus
- D. the premature expulsion or removal of an embryo or fetus from the uterus before birth
- E. the penetration of an ovum (egg) by a sperm, resulting in the development of an embryo
- F. a stream of water or other liquid solution directed into the vagina; not an effective contraceptive method
- G. the erect penis of the male entering the vagina of the female
- H. an individual who is sexually attracted primarily to people of the same sex
- I. a rubber or membrane sheath placed over the erect penis during sexual intercourse to prevent semen from entering the vagina; used to prevent pregnancy and venereal disease
- J. discharge of blood and tissue from the uterus; occurs monthly except during pregnancy
- K. the discharge of semen from the penis; usually occurs during male orgasm
- L. the pleasurable climax which releases the tension which builds during sexual excitement
- M. ejaculation of semen from a male's penis when he is asleep

Knowledge Questionnaire (continued)

Directions: Again, match the word to its definition by placing the letter of the correct definition on the line next to the word.

Words

clitoris	_____
embryo	_____
fetus	_____
genitals	_____
penis	_____
scrotum	_____
semen	_____
testicles	_____
urethra	_____
uterus	_____
vagina	_____

Definitions

- A. the sac of skin or pouch suspended below the base of the penis; contains the testicles
- B. muscular passageway between the outside of the body and the uterus; sometimes called the "birth canal"
- C. the developing infant inside the female's uterus, from the third month after conception until birth
- D. external male organ which releases urine or sperm; the glans, or head, is very sensitive and provides sexual pleasure
- E. the passageway in both males and females through which urine travels from the bladder to the outside
- F. the external sex or reproductive organs of females and males
- G. an organism during the first 8 weeks of development in the uterus
- H. a pea-sized organ located in front of the urethra; the center of female sexual excitement
- I. fluid released from the penis during ejaculation; contains sperm
- J. two walnut-shaped male organs located in the scrotum; produce sperm
- K. a pear-shaped muscle in the female capable of expanding to accommodate the growth of a baby during pregnancy

ATTITUDE QUESTIONNAIRE

Directions: Please read each statement carefully and think about whether you agree or disagree with it. Then circle the number which best describes your opinion about the statement. Circle the 1 if you strongly disagree, 2 if you disagree somewhat, 3 if you are neutral, 4 if you agree somewhat, and 5 if you strongly agree.

	strongly disagree	disagree somewhat	neutral	agree somewhat	strongly agree
1. When parents feel real love toward their children, they should show it.	1	2	3	4	5
2. Parents have the right to say what they believe about sexual intercourse between unmarried people, even if they know their children disagree.	1	2	3	4	5
3. I feel it is important for my children to develop their own opinions.	1	2	3	4	5
4. Parents should encourage their children to talk about sex when it's on their minds.	1	2	3	4	5
5. Parents have a right to close their bedroom door if they want privacy.	1	2	3	4	5
6. Children should be stopped from asking questions about sexual activity.	1	2	3	4	5
7. When parents feel angry toward their children, they should show it.	1	2	3	4	5
8. Parents should tell their teenagers what they feel is acceptable sexual behavior.	1	2	3	4	5
9. Complete and accurate knowledge about sex is better than the bits and pieces children normally pick up.	1	2	3	4	5

Attitude Questionnaire (continued)

	strongly disagree	disagree somewhat	neutral	agree somewhat	strongly agree
10. What parents do in the privacy of their bedroom is not their children's business.	1	2	3	4	5
11. Children have a right to know how their parents feel about sexual issues.	1	2	3	4	5
12. If parents aren't sure of their values on sexual issues, they shouldn't talk about them with their children.	1	2	3	4	5
13. It is important for parents to listen to a child's questions about sex, even if the parents don't know the right answers.	1	2	3	4	5
14. Even if my children are curious about sex, I don't want them to know the facts of life.	1	2	3	4	5
15. If possible, both parents should be responsible for the sexuality education of their children.	1	2	3	4	5
16. Only mothers should be responsible for the sexuality education of their children.	1	2	3	4	5
17. When my teenagers and I discuss marriage and divorce, I make sure that they believe the same as I do.	1	2	3	4	5
18. I think a young boy should be punished if he has a wet dream.	1	2	3	4	5
19. It is unnatural for children to talk about their sexual feelings.	1	2	3	4	5
20. Parents should not read a child's diaries and letters unless the child gives permission.	1	2	3	4	5
21. Parents should not punish children for having sexual feelings.	1	2	3	4	5
22. If my children said they wanted to be left alone, I usually would do so.	1	2	3	4	5
23. Only parents who spend most of the day with their children should try to educate them about sexuality.	1	2	3	4	5

Attitude Questionnaire (continued)

	strongly disagree	disagree somewhat	neutral	agree somewhat	strongly agree
24. Knowing all the right answers guarantees that a parent will be a good sexuality educator for the children.	1	2	3	4	5
25. When parents believe their children's sexual behavior is too advanced for their age, they should let them know.	1	2	3	4	5
26. Children have the right to be curious about sex.	1	2	3	4	5
27. All members of the family must agree on all issues.	1	2	3	4	5
28. If my child has a question about sexuality, I would make sure the question is answered as fully as possible.	1	2	3	4	5
29. If my children's questions about sex were very specific, I would cut off the discussion as soon as I could.	1	2	3	4	5

PARENTS' QUESTIONNAIRE ON FAMILY COMMUNICATION

Part I

Directions: For each question, please check the answer that describes you best.

1. How much do you discuss human sexuality
with your child(ren)?

☐ not at all
☐ a small amount
☐ a medium amount
☐ a large amount
☐ a great deal

2. How comfortable are you discussing human sexuality
with your children?

☐ very uncomfortable
☐ uncomfortable
☐ neutral
☐ comfortable
☐ very comfortable

3. How comfortable do you think your children
are discussing human sexuality with you?

☐ very uncomfortable
☐ uncomfortable
☐ neutral
☐ comfortable
☐ very comfortable

4. Are you satisfied with the number of conver-
sations about human sexuality you have with
your children?

☐ very dissatisfied
☐ dissatisfied
☐ neutral
☐ satisfied
☐ very satisfied

Parents' Questionnaire on Family Communication (continued)

Part II

Directions: Answer the questions in this section by circling one of the five possible responses. Circle 1 for never, 2 for sometimes, 3 for half the time, 4 for usually, and 5 for always.

	never	sometimes	half the time	usually	always
1. When your children want to talk with you, how often are you able to clear your mind and really listen to what they have to say?	1	2	3	4	5
2. When your children are talking with you, how often do you look at them, nod your head, and say "yes" or "I see" so they will keep on talking?	1	2	3	4	5
3. When your children are talking with you, how often do you ask questions if you don't understand what they are trying to say?	1	2	3	4	5
4. When your children are talking with you, how often do you respond to what they've said?	1	2	3	4	5
5. When you talk with your children, how often do you ask for their reaction to what you've said?	1	2	3	4	5
6. When you talk with your children, how often do you include statements like " <u>My</u> feelings are..." and "The way <u>I</u> see it..."?	1	2	3	4	5

Parents' Questionnaire on Family Communication (continued)

Part III

Directions: Again, please answer these questions about your children by circling one of the five possible responses.

	never	sometimes	half the time	usually	always
1. When you want to talk with your children, how often do you think they are able to clear their minds and really listen to what you have to say?	1	2	3	4	5
2. When you are talking with your children, how often do they look at you, nod their heads, and say "yes" or "I see" so you will keep on talking?	1	2	3	4	5
3. When you are talking with your children, how often do they ask questions if they don't understand what you are trying to say?	1	2	3	4	5
4. When you are talking with your children, how often do they respond to what you've said?	1	2	3	4	5
5. When your children talk with you, how often do they ask for your reaction to what they've said?	1	2	3	4	5
6. When your children talk with you, how often do they include statements like " <u>My</u> feelings are..." and "The way <u>I</u> see it..."?	1	2	3	4	5

Parents' Questionnaire on Family Communication (continued)

Part IV

Directions: Please read each statement and think carefully about whether it describes you. Then circle the appropriate number across from the statement. Circle 1 if you strongly disagree, 2 if you disagree, 3 if you are neutral, 4 if you agree, and 5 if you strongly agree.

	strongly disagree	disagree somewhat	neutral	agree somewhat	strongly agree
1. I use everyday occurrences, such as TV shows, to begin conversations with my children about sexuality.	1	2	3	4	5
2. I find opportune times, such as when I am taking my children on a 15-minute ride, to discuss sexuality.	1	2	3	4	5
3. If I don't know the answer to my child's question about sex, I find the answer to give to him/her.	1	2	3	4	5
4. Even if my children's questions about sex embarrass me, I do my best to answer them.	1	2	3	4	5
5. I often seem to be too busy to answer when my children ask me a question about sex.	1	2	3	4	5
6. If my children try to avoid discussions about sex, I encourage them to listen.	1	2	3	4	5
7. When my children tell me their feelings about a sexual issue, I try to tell them my feelings too (such as my opinion about premarital intercourse).	1	2	3	4	5
8. My spouse (or partner) and I talk with each other about our children's sexual development.	1	2	3	4	5

ADOLESCENTS' QUESTIONNAIRE ON FAMILY COMMUNICATION

Part I

Directions: For each question, please check the answer that describes you best.

1. How much do you discuss human sexuality with your parents?

☐ not at all
☐ a small amount
☐ a medium amount
☐ a large amount
☐ a great deal

2. How comfortable are you discussing human sexuality with your parents?

☐ very uncomfortable
☐ uncomfortable
☐ neutral
☐ comfortable
☐ very comfortable

3. How comfortable do you think your parents are discussing human sexuality with you?

☐ very uncomfortable
☐ uncomfortable
☐ neutral
☐ comfortable
☐ very comfortable

4. How satisfied are you with the number of conversations you have with your parents?

☐ very dissatisfied
☐ dissatisfied
☐ neutral
☐ satisfied
☐ very satisfied

Adolescents' Questionnaire on Family Communication (continued)

Part II

Directions: In this section we ask you to tell us about your parents' communication habits. Please answer each question by circling one of the five possible responses. Circle 1 for never, 2 for sometimes, 3 for half the time, 4 for usually, and 5 for always.

	never	sometimes	half the time	usually	always
1. When you want to talk with your parents, how often do they really listen to what you have to say?	1	2	3	4	5
2. When you talk with your parents, how often do they look at you, nod their head, and say something like "yes" or "I see" so you will keep on talking?	1	2	3	4	5
3. When you talk with your parents, how often do they ask questions if they don't understand what you are trying to say?	1	2	3	4	5
4. When you talk with your parents, how often do they respond to what you've said?	1	2	3	4	5
5. When you talk with your parents, how often do they interrupt you to tell you their feelings?	1	2	3	4	5
6. When you tell your parents your problems, how often do they repeat back what they heard you say?	1	2	3	4	5
7. When your parents talk with you, how often do they ask for your reaction to what they've said?	1	2	3	4	5
8. When your parents talk with you, how often do they include statements like " <u>My</u> " feelings are..." and "The way <u>I</u> see it..."?	1	2	3	4	5

Adolescents' Questionnaire on Family Communication (continued)

Part III

Directions: In this section we ask you to tell us about your own communication habits. Again, answer each question by circling one of the five possible responses.

	never	sometimes	half the time	usually	always
1. When your parents want to talk with you, how often do you really listen to what they have to say?	1	2	3	4	5
2. When your parents talk with you, how often do you look at them, nod your head, and say something like "yes" or "I see" so they will keep on talking?	1	2	3	4	5
3. When your parents talk with you, how often do you ask questions if you don't understand what they are trying to say?	1	2	3	4	5
4. When your parents talk with you, how often do you respond to what they've said?	1	2	3	4	5
5. When your parents talk with you, how often do you interrupt them to tell them your own feelings?	1	2	3	4	5
6. When your parents tell you their problems, how often do you repeat back what you heard them say?	1	2	3	4	5
7. When you talk with your parents, how often do you ask for their reaction to what you've said?	1	2	3	4	5
8. When you talk with your parents, how often do you include statements like " <u>My</u> feelings are..." and "the way <u>I</u> see it..."?	1	2	3	4	5

Adolescents' Questionnaire on Family Communication (continued)

Part IV

Directions: Please read each statement and think carefully about whether it describes your family. Then circle the appropriate number across from the statement. Circle 1 if you strongly disagree, 2 if you disagree, 3 if you are neutral, 4 if you agree, and 5 if you strongly agree.

	strongly disagree	disagree somewhat	neutral	agree somewhat	strongly agree
1. My parents use everyday occurrences, such as TV shows, to begin conversations with me about sexuality.	1	2	3	4	5
2. My parents use special times, such as when we're on a 15-minute car ride, to discuss sexuality with me.	1	2	3	4	5
3. If my parents don't know the answers to my questions about sex, they make sure to find the answers for me.	1	2	3	4	5
4. Even if my questions about sex seem to embarrass my parents, they do their best to answer them.	1	2	3	4	5
5. My parents always seem to be too busy to answer my questions about sex.	1	2	3	4	5
6. If I try to avoid discussions about sex, my parents encourage me to listen.	1	2	3	4	5
7. When I tell my parents my feelings about a sexual problem, they tell me their feelings too.	1	2	3	4	5
8. My parents talk a lot with each other about my social and sexual development.	1	2	3	4	5

COURSE EVALUATION QUESTIONNAIRE

Part I

Directions: Below is a list of questions about your teacher(s). Now that this class is over, please answer each question by circling the appropriate number. Circle 1 for not at all, 2 for a small amount, 3 for a medium amount, 4 for a large amount, and 5 for a great deal.

	not at all	a small amount	a medium amount	a large amount	a great deal
1. Was the teacher enthusiastic about teaching this course?	1	2	3	4	5
2. Was the teacher comfortable discussing different aspects of human sexuality?	1	2	3	4	5
3. Was the teacher able to discuss potentially embarrassing topics in a way that participants still felt comfortable?	1	2	3	4	5
4. Did the teacher show warmth and concern toward the participants?	1	2	3	4	5
5. Did the teacher gain the trust of the participants?	1	2	3	4	5
6. Did the teacher get along well with the participants?	1	2	3	4	5
7. Did the teacher encourage participants to talk about their feelings and opinions?	1	2	3	4	5
8. Did the teacher listen carefully to the participants?	1	2	3	4	5
9. Did the teacher encourage participants to explore their own values about sexuality?	1	2	3	4	5

Course Evaluation Questionnaire (continued)

Part II (For Parents)

Directions: Below is a list of questions about you. Continue to answer each question by circling the number which best describes your experience in the course.

	not at all	a small amount	a medium amount	a large amount	a great deal
1. Were you bored by the course?	1	2	3	4	5
2. How much did the parents talk?	1	2	3	4	5
3. Did you feel free to ask <u>any</u> questions you had about human sexuality?	1	2	3	4	5
4. Was it difficult for you to talk about your own thoughts and feelings?	1	2	3	4	5
5. Was it difficult for you to ask questions and talk about sexual topics?	1	2	3	4	5
6. Did you feel warmth, concern, and respect for the other parents?	1	2	3	4	5
7. Did you feel the other parents showed warmth, concern, and respect for you?	1	2	3	4	5
8. Were the opinions that parents gave in class kept confidential (not spread outside the classroom)?	1	2	3	4	5
9. Did you feel it was okay for you to have values or opinions different from others in the class?	1	2	3	4	5

Course Evaluation Questionnaire (continued)

Part III (For Parents and Adolescents)

Directions: Below is a list of questions about you. Continue to answer each question by circling one number.

	not at all	a small amount	a medium amount	a large amount	a great deal
1. Were you bored by the course?	1	2	3	4	5
2. How much did the parents talk?	1	2	3	4	5
3. How much did the adolescents talk?	1	2	3	4	5
4. Did you feel free to ask <u>any</u> questions you had about human sexuality?	1	2	3	4	5
5. Did you have any difficulty talking about your own thoughts and feelings?	1	2	3	4	5
6. Did you have any difficulty asking questions and talking about sexual topics?	1	2	3	4	5
7. Did you feel warmth, concern, and respect for the other parents?	1	2	3	4	5
8. Did you feel warmth, concern, and respect for the other adolescents?	1	2	3	4	5
9. Did you feel the other parents showed warmth, concern, and respect for you?	1	2	3	4	5
10. Did you feel the other adolescents showed warmth, concern, and respect for you?	1	2	3	4	5
11. Were the opinions that participants gave in class kept confidential (not spread outside the classroom)?	1	2	3	4	5
12. Did you feel it was okay for you to have values or opinions different from others in the class?	1	2	3	4	5

Course Evaluation Questionnaire (continued)

Part IV

Directions: Please answer these questions about the course by circling the number which best describes your opinion. Circle 1 for very poor, 2 for poor, 3 for average, 4 for good, and 5 for excellent. If you don't know, circle DK.

	very poor	poor	average	good	excellent	don't know
1. How would you rate the teacher?	1	2	3	4	5	DK
2. How would you rate the topics covered in the course?	1	2	3	4	5	DK
3. How would you rate the materials used, such as books and films?	1	2	3	4	5	DK
4. How would you rate the organization and format of the program (such as length, location, and time)?	1	2	3	4	5	DK
5. How would you rate the overall program?	1	2	3	4	5	DK

6. What did you particularly like about the program?

7. What do you feel should be changed?

COURSE IMPACT QUESTIONNAIRE

Part I (For Parents)

Directions: Please circle the number which best describes your family. Circle 1 for much less, 2 for somewhat less, 3 for no difference, 4 for somewhat more, and 5 for much more.

	much less	somewhat less	no difference	somewhat more	much more
1. Do you know <u>less</u> or <u>more</u> about sexuality because of the course?	1	2	3	4	5
2. Do you now talk <u>less</u> or <u>more</u> with your children about sexuality because of this course?	1	2	3	4	5
3. Do you now answer your child's questions <u>less</u> or <u>more</u> effectively because of this course?	1	2	3	4	5
4. Do you think your child asks questions about sexuality <u>less</u> or <u>more</u> often because of this course?	1	2	3	4	5
5. Are you now <u>less</u> or <u>more</u> comfortable discussing sexuality with your child because of this course?	1	2	3	4	5
6. Do you think your child is <u>less</u> or <u>more</u> comfortable discussing sexuality with you because of this course?	1	2	3	4	5
7. Are you <u>less</u> or <u>more</u> able to handle sexuality situations that arise in your home (such as your child swearing)?	1	2	3	4	5

Course Impact Questionnaire (continued)

Directions: Again circle the number which best describes your family. Circle 1 for much harder, 2 for somewhat harder, 3 for no difference, 4 for somewhat easier, and 5 for much easier.

- | | much
harder | somewhat
harder | no
difference | somewhat
easier | much
easier |
|---|----------------|--------------------|------------------|--------------------|----------------|
| 8. Is it <u>harder</u> or <u>easier</u> to start conversations about sexuality with your child because of this course? | 1 | 2 | 3 | 4 | 5 |
| 9. Is it <u>harder</u> or <u>easier</u> to talk with your child about sexuality because of this course? | 1 | 2 | 3 | 4 | 5 |
| 10. Do you think your child finds it <u>harder</u> or <u>easier</u> to talk with you about sexuality because of this course? | 1 | 2 | 3 | 4 | 5 |
| 11. Is it <u>harder</u> or <u>easier</u> to tell your child your sexual values because of this course? | 1 | 2 | 3 | 4 | 5 |
| 12. How many months ago did you complete the course? _____ | | | | | |
| 13. Have you noticed any other changes in yourself which you feel are a result of this course? Please describe these other changes. | | | | | |

Course Impact Questionnaire (continued)

Part Ia (For Adolescents)

Directions: Please answer the following questions by circling the number which best describes your family. Circle 1 for much less, 2 for somewhat less, 3 for no difference, 4 for somewhat more, and 5 for much more.

	much less	somewhat less	no difference	somewhat more	much more
1. Do you know <u>less</u> or <u>more</u> about sexuality because of the course?	1	2	3	4	5
2. Do you now talk <u>less</u> or <u>more</u> with your parents about sexuality because of this course?	1	2	3	4	5
3. Do your parents answer your questions <u>less</u> or <u>more</u> effectively because of this course?	1	2	3	4	5
4. Do you ask questions about sexuality <u>less</u> or <u>more</u> often because of this course?	1	2	3	4	5
5. Are you now <u>less</u> or <u>more</u> comfortable discussing sexuality with your parents because of this course?	1	2	3	4	5
6. Do you think your parents are <u>less</u> or <u>more</u> comfortable discussing sexuality with you because of this course?	1	2	3	4	5
7. Are your parents <u>less</u> or <u>more</u> able to handle sexuality situations that arise in your home (e.g., your swearing)?	1	2	3	4	5

Course Impact Questionnaire (continued)

Directions: Again, circle the number which best describes your family. Circle 1 for much harder, 2 for somewhat harder, 3 for no difference, 4 for somewhat easier, and 5 for much easier.

- | | much
harder | somewhat
harder | no
difference | somewhat
easier | much
easier |
|---|----------------|--------------------|------------------|--------------------|----------------|
| 8. Is it <u>harder</u> or <u>easier</u> to start conversations with your parents because of this course? | 1 | 2 | 3 | 4 | 5 |
| 9. Is it <u>harder</u> or <u>easier</u> to have discussions with your parents because of this course? | 1 | 2 | 3 | 4 | 5 |
| 10. Do you think your parents find it <u>harder</u> or <u>easier</u> to have discussions with you about sexuality because of this course? | 1 | 2 | 3 | 4 | 5 |
| 11. Is it <u>harder</u> or <u>easier</u> to tell your parents your sexual values because of this course? | 1 | 2 | 3 | 4 | 5 |
| 12. How many months ago did you complete the course? _____ | | | | | |
| 13. Have you noticed any other changes in yourself which you feel are a result of this course? Please describe these other changes. | | | | | |

Part II (For Parents and Adolescents)

Directions: Think back to before and after the course. Think carefully about how you felt about the following statements before the course. Circle 1 if you disagree much more, 2 if you disagree somewhat more, 3 if you feel about the same, 4 if you agree somewhat more, and 5 if you agree much more.

	disagree much more	disagree somewhat more	feel about the same	agree somewhat more	agree much more
1. Mothers and fathers involved with childrearing should play an active role in the sexuality education of their children.	1	2	3	4	5
2. Parents don't have to be experts on sexuality.	1	2	3	4	5
3. Parents have a right to set standards for conduct in the family.	1	2	3	4	5
4. Parents have the right to express feelings and attitudes about sexuality to their children.	1	2	3	4	5
5. Parents have a right to privacy.	1	2	3	4	5
6. A child has a right to have opinions about family standards.	1	2	3	4	5
7. A child has a right to discuss sex with his/her parent(s).	1	2	3	4	5
8. A child has a right to sexual knowledge.	1	2	3	4	5
9. A child has a right to privacy.	1	2	3	4	5
10. A child shouldn't be punished for his or her feelings.	1	2	3	4	5

Thank you very much for completing this questionnaire.

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